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ABSTRACT

This module is designed for use in the Family Living and Parenthood course and other home economics courses. Using this guide, teachers can help students review and learn the knowledge and skills needed to succeed in the role of parenting. Following acknowledgments, a foreword, and a subcompetency list are six units: (1) considering parenthood; (2) family patterns; (3) developmental stages in parenting; (4) crisis and stress in families; (5) resources for parenting; and (6) the law and social responsibility in advocating for families. Each unit contains some or all of the following sections: cross-reference table of instructional materials; unit objective; specific objectives; suggested activities; information sheet; transparency masters; handouts; assignment sheets; answers to assignment sheets; job sheets; unit test; answers to unit test; references; and helpful resources. Subcompetencies addressed are as follows: family patterns; functional versus dysfunctional families; child care options; responsibilities/issues of concern; relationships; resources; life-style; legal ramifications; and family crisis. (NLA)

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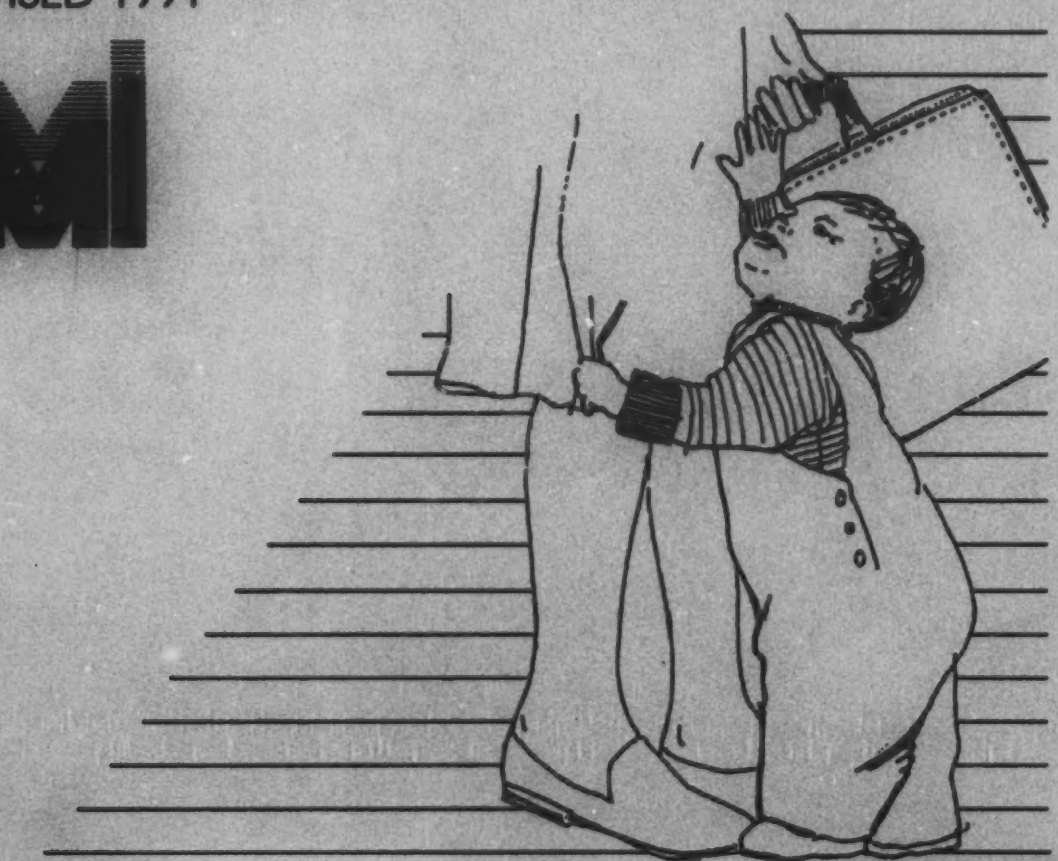
Instructor Guide

Family Living
And Parenthood

PARENTING

REVISED 1991



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FAMILY LIVING AND PARENTHOOD SERIES

PARENTING MODULE

Produced by the Instructional Materials Laboratory
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FOREWORD

The purpose of this instructional module is to give special emphasis to the knowledge and skills needed to succeed in the role of parenting. New parenting concepts must be developed to meet the needs of today's children in nontraditional families. It is no longer possible to raise children simply "as our parents did." By reviewing choices, family patterns, crisis, stress, legal issues and responsibilities, youth and adults will be able to make more realistic decisions when considering parenthood.

The scope of parenting is a world-wide issue. Children are no longer raised by their parents alone; schools, day care centers, babysitters and neighbors have major parenting responsibilities. By educating people to the responsibilities of parenthood, society will be better equipped to assume its responsibility to improve the quality of life for children in the community, the nation and the world.

While Parenting is one of a series of modules designed for use in the Family Living and Parenthood semester course, it may be used in other appropriate home economics classes. The six units included in this module are "Considering Parenthood," "Family Patterns," "Developmental Stages in Parenting," "Crisis and Stress in Families," "Resources for Parenting," and "The Law and Social Responsibility in Advocating for Families."

Other modules include Aging, Community Outreach, Conserving and Coping With Limited Resources in the Home Environment, The Career of Homemaking, and Sex Bias-Dual Role.

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PARENTING MODULE
SUB-COMPETENCY LIST

A. Recognize Family Patterns

1. Nuclear
2. Single parent
   a. Divorce
   b. Death of spouse
   c. Adoption
3. Stepfamily
4. Blended
5. Extended
6. Adoptive
7. Foster
8. Adolescent parents
9. Communal

B. Recognize Functional vs. Dysfunctional Families

C. Discuss Child Care Options

1. Babysitter
2. Preschool (nursery school, day care)
3. Relatives
4. Latch key
5. Others

D. Identify/Describe Responsibilities/Issues of Concern

1. Family planning
2. Child development
3. Communication
4. Discipline

E. Establish Relationships

1. Social life
2. Peers
3. Parent/child
4. Extended family
5. Socialization of the child
6. Relations with siblings
7. Role models

F. Identify Resources

1. Financial assistance
2. Emotional support
3. Parent/child health and nutrition care

4. Parenting education
5. Continuing education

G. Develop Lifestyle

1. Self-image
2. Motivation
3. Time management
4. Goals (personal, career)
5. Stress management
6. Financial management

H. Recognize Legal Ramifications

1. Legal rights of parents/guardians
2. Legal rights of child
3. Custody
   a. Joint
   b. Other
4. Parental visitation rights
5. Child support
6. Adoption
7. Other

I. Cope with Family Crisis

1. Separation/divorce
2. Child abduction
   a. Parent
   b. Stranger
3. Abuse and violence
   a. Child
   b. Spouse
   c. Drugs/alcohol
4. Physical and mental health
   a. Special needs children
   b. Handicapped parents
   c. Long-term and terminal illnesses
   d. Death
   e. Unemployment
   f. Unplanned pregnancy
   g. Detention/imprisonment
5. Insufficient income

Family Living and Parenthood Series
Parenting Module

Considering Parenthood
Unit I

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
D	G	1					1-7	
D	G	2					8,9,18	
D	G	3	1		1,2	1,2,3	19,21,22, 27-30	
D	G	4					10,20,25	
D	G	5	2,3	1		4	11	
D	G	6	2,3,4	1		4	12,13,14,23,24	
D	G	7					15,31	
D	G	8					16,17,26	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

CONSIDERING PARENTHOOD

UNIT I

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to distinguish between facts and myths about parenting and identify the advantages and disadvantages of having children. Competencies will be demonstrated by successful completion of the Assignment and Job Sheets and by achieving an overall score of at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS AND DEFINITIONS RELATED TO THE CONSIDERATION OF PARENTHOOD by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline, RECOGNIZE THAT RESPONSIBLE PARENTHOOD IS BASED ON THE ASSUMPTION THAT PARENTHOOD IS AN OPTION by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline and Transparency Master 1, IDENTIFY PERSONAL CHARACTERISTICS THAT ARE POSITIVE OR NEGATIVE IN A PARENT by completing Assignment Sheets 1, 2 and Job Sheets 1, 2, 3 and/or achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, IDENTIFY REALISTIC AND UNREALISTIC REASONS FOR CHOOSING TO BECOME A PARENT by achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline, Transparency Masters 2, 3 and Handout 1, IDENTIFY ECONOMIC AND PSYCHOLOGICAL ADVANTAGES OF HAVING CHILDREN by completing Job Sheet 4 and/or achieving 100 percent accuracy on the Unit Test.

6. Based on the content outline, Transparency Masters 2, 3, 4 and Handout 1, IDENTIFY ECONOMIC AND PSYCHOLOGICAL DISADVANTAGES OF HAVING CHILDREN by completing Job Sheet 4 and/or achieving 100 percent accuracy on the Unit Test.

7. Based on the content outline, IDENTIFY REASONS SOME PEOPLE MAY CHOOSE NONPARENTHOOD by achieving 100 percent accuracy on the Unit Test.

8. Based on the content outline, IDENTIFY DECISIONS THAT MUST BE MADE BY A COUPLE BEFORE THEY HAVE CHILDREN by achieving 100 percent on the Unit Test.

CONSIDERING PARENTHOOD

UNIT I

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

B. Make Transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet. Suggest that students use the Information Sheet to follow along in the class discussions.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Handout and Assignment and Job Sheets prior to the activities.

H. Suggest that the students use the Assignment and Job Sheets for making notes and/or that they keep a Learning Log during their study of the material in this unit.

I. Provide time for individual and small group work as well as whole group activities.

J. Plan for and carry out other activities. Include speakers, field trips, demonstrations, films and filmstrips, etc.

K. Give test.

L. Evaluate test responses.

M. Reteach, if necessary.

CONTENT OF UNIT I

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Transparency Masters

1. TM 1--Parent Wanted
2. TM 2--The Cost Of Raising A Child
3. TM 3--Estimated Cost Of Attending The University Of Missouri For One Year
4. TM 4--Being A Parent Demands A Lot Of Time And Energy

F. Handout

1. HO 1--The Cost Of Raising A Child

G. Assignment Sheets

1. AS 1--"Parent Wanted"
2. AS 2--Inventory Of Personal Characteristics

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Making Connections
2. JS 2--Myths, Not Facts
   (NOTE TO THE TEACHER: Before the discussion, decide on TV shows and assign them as homework. Divide students into groups of three or four.)
3. JS 3--Balancing Work and Family
4. JS 4--Let's Hear From Parents
   (NOTE TO THE TEACHER: Plan for three parents to visit and be interviewed. The day before the visit, plan questions. Give a copy of these to the guests. Lead the students in a discussion on the following day.)

J. Unit Test

K. Answers to Unit Test

RESOURCES

I. Books:

A. Bell, Ruth D. "Considering Parenthood." Ourselves and Our Children. Edited by the Boston Women's Health Book Collective. New York, NY: Random House, 1978.

B. Hammer, Tommie J. and Pauline H. Turner. Parenting in Contemporary Society. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1985.

C. LeMasters, E. E. Parents in Modern America. Homewood, IL: Dorsey Press, 1987.

D. Perry, John and Erna Perry. Pairing and Parenthood. San Francisco, CA: Canfield Press, 1977.

E. Ryder, Verdene. Parents and Their Children. South Holland, IL: Goodheart-Willcox Company, Inc., 1985.

II. **Pamphlets/Bulletins:**

A. Children's Defense Fund. USDA Estimates of the Cost of Raising a Child: A Guide to Their Use and Interpretation. Carolyn S. Edwards (Ed.). Family Economics Research Group. Agricultural Research Services, USDA, 1987.

B. Education Development Center. "School and Society Programs." Newton, MA. (Mimeographed material.)

C. Espenshode, Thomas J. "The Value and Cost of Children." Population Bulletin, Vol. 32, No. 1. Washington, DC: Population Reference Bureau, Inc., 1977.

D. Gordon, Ira. How I See Myself Inventory. Institute for Development of Human Resources. University of Florida. Copyright 1967-68. (Mimeographed material.)

E. Harris, Louis & Associates. American Teens Speak--Sex, Myths, TV & Birth Control. The Planned Parenthood Poll. Project No. 864012, 1986.

F. National Alliance for Optional Parenthood, 2010 Massachusetts Ave., NW, Washington, DC 20036.

1. "Am I Parent Material?"

2. "An Interview with Nathaniel Branden, Ph.D."

3. "Parenthood Is Optional--Or Is It?"

4. "Pronatalism: A 'Hidden Persuader' Limits Personal Rights"

5. "The One Child Family"

G. University of Missouri. Meet Mizzou. 1990.

III. Teaching Guides and Kits:

A. "Balancing Work & Family . . . An Education Resource for the Business Community." White Bear Lake, MN: Minnesota Curriculum Services Center, 1989.

B. "Parenting." New York, NY: Butterick Publishing, 1976.

C. "Parenting: Fathers, Mothers and Others." New York, NY: J. C. Penney Company, Inc., 1975.

D. "Parenting Today." Module III in The Contemporary Parenting Choices series. Developed by Jerelyn Schultz, Iowa State University. Ames, IA: Iowa State University Press.

E. "The Decision to Parent." Module I in The Contemporary Parenting Choices series. Developed by Jerelyn Schultz, Iowa State University. Ames, IA: Iowa State University Press.

CONSIDERING PARENTHOOD

UNIT I

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Assumption--something taken for granted; an acceptance of ideas or lifestyles without supporting evidence

B. Down's Syndrome--birth defect resulting in mental retardation

C. Instinct--a behavior or feeling that is natural and requires no teaching

D. Myth--widely held belief or story that is not grounded in truth

E. Needs--things a person cannot do without

F. Option--choice

G. Prioritize--to put in order from the most important to the least important

H. Wants--things a person would like to have

I. Work and Family--balancing work and family responsibilities on a day-to-day basis

II. The concept of responsible parenthood is based on the assumption that for people of today's generation, parenthood is an option.

(Objective 2)

A. Previous generations made many assumptions about parenthood.

1. Most adults want to and will marry and have children.
2. Married couples should have children.
3. No married couple would choose to be childless.
4. Married couples who do not have children have a physical problem that prevents them from becoming parents.
5. Only married people would choose parenthood.

B. For today's generation, the assumptions about parenthood are very different. Among other things, the women's movement has helped both men and women explore choices that are different from previously held, traditional expectations.

1. Marriage is optional for both women and men.
2. Marriage may include parenthood; it may not.
   a. The decision not to become a parent is acceptable in today's society.
   b. Partly due to the improvement and increased availability of family planning, it is now possible for families to think about pregnancy and childbirth as an option, not as an inevitability.
3. Parenthood may not involve marriage.
   a. Single women or men may choose to adopt children.
   b. Single women or men may choose to raise children outside of marriage.
4. The decision to become a parent must be made responsibly by each person who considers parenthood.

III. The decision to become a parent is influenced by many positive and negative personal characteristics.

(Objective 3; TM 1; AS 1, 2; JS 1, 2, 3)

A. Deciding whether to become a parent should involve thinking through how you might perform as a parent--very much like thinking through how you might perform in any other occupation.

B. Each individual must identify those personal characteristics that suggest the potential ability and willingness to make a long-term commitment, assume tremendous responsibilities and work through new, unfamiliar and often unplanned challenges.

C. An individual's attitude toward parenthood may result from personal childhood experiences.

1. Positive childhood memories usually leave the individual with a positive attitude about being a parent. If your memory of childhood is that your parents enjoyed having children, and enjoyed doing things for them and with them, your expectations of parental responsibilities are likely to be positive.
2. Negative childhood memories may cause an individual to be fearful or hesitant about the idea of

becoming a parent. If your memory of childhood is that your parents were often angry, impatient, absent, or under financial stress, you may expect parenthood to be unpleasant or very difficult.

3. Whether your childhood memories are positive or negative, they are only a part of the reality of the situation that actually existed. It is very difficult for any person to look back on his/her childhood and see it from the point of view of his/her parents.

D. Some of an individual's thinking may result from myths about family life. Messages in books, movies, and on television, along with advertisements on television and in magazines and newspapers, often reinforce myths about children, parents and parenting. Some of these myths are:

1. Parenting and child rearing are always happy and fun experiences.
2. Children are always cute and sweet.
3. Parenting skills are instinctive; anyone can be a good parent.
4. Good parents can manage any child, whatever the personality of that child.
5. If you rear children "right," they will stay "right."
6. Children always appreciate the advantages their parents are able to give them and the sacrifices their parents make for them.
7. The hard work of rearing children is justified by the fact that the children will make a better world.
8. Love is enough to guarantee "good" parental performance.
9. Children will make a shaky marriage better and stronger.
10. Parenthood is an honored position in our society today.
11. Childless couples are frustrated and unhappy.
12. The one-parent family is unnatural and bizarre.

E. It is important to understand the nature of the occupation of parenthood before assuming the job.

1. A parent must be committed to his/her children and to the long-term and ongoing tasks of parenting.
2. A parent must be willing to assume responsibilities demanding his/her time, money, education and emotions.
3. A parent must be able to "swing with the baby"--that is, adjust to the child's needs at different

stages in his/her life from infancy through adulthood.

4. A parent must be loving and thoughtful and care about his/her children--not just when everything is going well, but also when things are not going so well.
5. When a person takes on the occupation of parent, it usually means that he/she has two occupations--parent and plumber, scientist, secretary, farmer, stockbroker or another occupation that provides the money for living.
6. Some trends are reshaping the face of the American workforce and changing the way family members relate to each other. With mothers now involved in the labor force, attention is being paid to the concept of the "working parent," either male or female, who is active both at work and at home.
7. Parenthood is the only occupation from which you cannot resign.

F. An inventory of personal characteristics can help you decide whether your personality is suitable for parenthood.

1. Prioritize needs and recognize wants and wishes for what they are.
2. Think about another person's needs and respond to them even though you would rather do something for yourself.
3. Follow-through on commitments.
4. Be a good problem-solver.
5. Make decisions based on evidence.
6. Be flexible when plans change unexpectedly.
7. Have an even temper.
8. Have a sense of humor.
9. Value the opinions of others.
10. Be a fair person.
11. Be a willing learner.
12. Practice self-control.
13. Be a caring and loving person.
14. Be dependable.
15. Believe in and like yourself.

IV. People have a variety of reasons for wanting to be a parent. Some of the reasons are realistic. Others are unrealistic and based on false expectations.

(Objective 4)

A. Realistic reasons

1. I like and enjoy babies and children.

2. I am experienced in taking care of young children.
3. I am good with children of different ages.
4. I am mature enough to assume the physical, emotional and financial responsibilities of children.
5. My spouse and I both want to have children.
6. My spouse will make a good parent.
7. I would like to share my life with children during their growing-up years.

B. Unrealistic reasons

1. I want to have someone who will love me.
2. I want to be happier than I am.
3. Having a child will force him/her to marry me.
4. Our marriage will be better if we have children.
5. I will not be lonely when I have children.
6. Children will take care of me when I am old.
7. My parents want to have grandchildren.
8. All of my friends have children.
9. I will have something of my own.
10. I can dress and play with it like a doll.
11. I want to please my spouse.
12. People will think that I am a "better" person.
13. I will fulfill my role as a woman or show my manliness if I become a parent.
14. I already have a child and I want a brother or sister for that child.
15. I have a child and want one of the opposite sex.
16. I want a son to carry on the family name or business or tradition.

V. There are economic and psychological advantages associated with having children. These may vary among socioeconomic and cultural groups.

(Objective 5; TM 2, 3; HO 1; JS 4)

A. Economic advantages associated with parenthood

1. Children may participate in the production and service activities of the family.
   a. In rural areas, children are expected to help with farming activities and contribute to the production of family income.
   b. Teenagers can contribute to the family income by having part-time jobs.
   c. Children can help by doing chores that might otherwise require payment to service people, e.g., housecleaning, yard and garden care, laundry.

2. Children may be a source of financial security when the parents are no longer able to support themselves and/or in health emergencies.
   a. Elderly parents may depend on their children for partial or full support.
   b. Parents sometimes rely on assistance from their adult children if they have extensive medical expenses as a result of age-related illnesses. However, most older adults can get assistance from Social Security, pension plans, private life insurance plans, health insurance plans and public health and welfare programs. As a result, they may not need to depend on their children, who may not be able to provide the financial help that is needed.

B. Psychological advantages associated with having children

1. Many people believe that raising a family represents the fulfillment of a socially defined and acceptable role.
   a. Raising children may be viewed as a way of making a contribution to society.
   b. The family, historically, has been a stable and permanent institution. Affiliation with it may offer a sense of emotional security.
   c. In some societies, the ability to afford children is a sign of prestige and of wealth; therefore, having a large number of children may elevate the parents' social position in their community.
   d. The parents may be a part of a religious group that places high value on children and families.
2. Having children may fulfill personal needs for the parent.
   a. Some view the challenges involved in raising children as fulfilling their need for creativity, achievement and accomplishment.
   b. Some view the opportunity to teach, guide, and instill values in others as an important goal in their lives.
   c. Many people believe that the opportunity for giving happiness, love and companionship is a significant reason for having children.
   d. Children can contribute to their parents' personal growth; for example, children provide an opportunity for parents to sacrifice for the good of someone else.
   e. Families are important for satisfying our attachment needs. Many people who do not live in small or close-knit communities or who are

highly mobile may feel that their own family is the only "community" to which they truly belong.

VI. There are economic and psychological disadvantages of having children which vary among socioeconomic and cultural groups.

(Objective 6; TM 2, 3, 4; HO 1; JS 4)

A. Direct maintenance cost is one type of economic cost which results from having children.

1. The cost of a normal, healthy pregnancy and delivery is about $3,000. If the baby is delivered by cesarian section, the cost is about $5,500. For a sick baby the room alone will be $800 per day.
2. Potential parents must also consider whether they can afford the cost of ongoing, direct maintenance, such as food, clothing, housing, education, medical care and child care.
3. The costs of a post-secondary education must also be considered. These might be vocational school tuition, junior college tuition or four-year college or university tuition.
   a. There are other costs associated with schooling away from home. Among them are housing, food, books, clothing, traveling to and from school campuses and allowances for incidental expenses and entertainment.
   b. The cost for attending a four-year state university to obtain an undergraduate degree is well over $20,000.

B. The opportunities that parents give up when they decide to raise children are called "opportunity costs." These costs are a second type of economic cost of having children.

1. Because money is not available, certain purchases may have to be postponed, given up or replaced by a less expensive version. This may result in a lower standard of living than would be possible if money did not have to be spent on children. Things parents often have to give up include private transportation, vacations and home furnishings.
2. Because extra money is not available, personal savings, investments and insurance may be reduced.
3. Income-earning opportunities may be limited, especially if one parent stays home full- or part-time with the children.
   a. If the parent is a high school graduate, the loss of income from taking time off from work

to care for a preschool child amounts to about one half of the total direct cost of raising the child.

b. If the parent is a college graduate who is eligible for professional employment, the loss of income from taking time off from work is much higher.

c. The cost of child care, which permits the parent to go to work, must be deducted from the income of that parent.

d. Each additional child increases the number of years before the parent can return to work or the amount of money that must be paid for preschool and/or day care.

C. Psychological costs of having children include the strains children impose on parents.

1. Children introduce extra responsibilities and pressure on both parents; this not only affects them as individuals but it also affects their relationship with each other.

a. The presence of a child alters the family unit. The relationship between the adults changes.

b. If the child and one of the parents become very close, the other adult partner may feel left out.

c. Children require a lot of time and attention from the primary caregiver. The other parent may be resentful when the time and attention that he/she gets is reduced.

2. A child affects the lifestyle of the parent or parents.

a. Parents are no longer able to make plans spontaneously.

b. Parents may no longer be able to stay out as late or go out as often as they did before they had children.

c. The needs of the child will affect the kinds of vacations the family takes and when and where they are taken.

d. The needs of the child may affect whether the parents can change jobs and/or move to a new location.

3. Being a parent demands a lot of time and energy.

a. Although more men are becoming involved in child care, women are still the primary caregivers in most families. Studies have shown that the amount of responsibility that fathers take for their children is not

affected when the mothers are employed outside the home.

b. Parents who are employed outside the home usually have the same responsibility for their children as parents who are not employed outside the home. Parents who work outside the home and who also have major responsibility for the care of their children may feel that the demands on their time and energy are so excessive that they must sacrifice their leisure activities.

c. Parents who stay home to care for a child may become resentful of the lost employment opportunities and income that results. In addition, some fields (like medicine, science and teaching) change significantly over time and some parents may feel that they are being "left behind" while they are at home.

d. When couples have a child during their college years, one parent may have to drop out of school while the other continues. This may lead to resentment, especially if the one who has dropped out must take a lower-paying job to support the family while the other continues his/her education.

4. A parent may find that the demands and responsibilities of the job are sometimes in conflict with the demands of parenthood.

   a. Employers may not be willing to allow parents to take time off to care for sick children or to take them to the doctor.

   b. Employers may refuse jobs or promotions to young married women whom they see as working "only until the baby comes."

   c. Some jobs require so much emotional energy that little energy is left over for the children and the spouse at the end of the day.

   d. Some jobs require that the employee be available to relocate when the company wishes him/her to do so. This means that it may not be practical to invest in a home and furnishings, even though the family would like to do so.

5. American society puts the entire responsibility for the child's well-being and behavior on the parents. This may make the parent anxious about whether the child's health and education are appropriate and may cause conflicts between the parents over the "proper" way to raise the child.

6. Children with special mental, physical or emotional needs require special care from their parents.
    a. Special children will require more time from their parents.
    b. Special children take more energy and emotional stamina than ordinary children.
    c. The parents of special children are also responsible for seeing that they get whatever extra help they need from professionals in the community.

VII. People may choose nonparenthood for a variety of reasons.

(Objective 7)

A. Relationships can be fulfilling without children.

B. One can like children but not enjoy parenting.

C. Employment outside the home can be more rewarding for some people than parenthood.

D. One partner may feel that the other would not share equally in parenting responsibilities, thereby causing partner conflicts.

E. Nonparenthood allows for time to concentrate on the wider "family" of community and society.

F. Some people believe there are too many people in the world already and adding to the enormous population of the world is irresponsible.

G. Some people believe that the world is filled with too many uncertainties, such as nuclear war, and that it would not be fair to bring children into such an uncontrollable environment.

H. Some people decide not to have children because of potential medical dangers to the children. In these cases, genetic counselors and medical testing may help clarify the chance of having a normal child or a child free from infection.

    1. They have reached the age when genetic problems are most likely to occur.
    2. They know they are carriers of a hereditary disease.
    3. They have an infectious disease.
    4. They have taken a medicine or drug that is thought to cause fetal damage.

VIII. There are several factors to consider when planning for parenthood and deciding when to have the first or additional children.

(Objective 8)

A. The emotional maturity of both partners is important to the psychological well-being of a family.

B. The health of the parents-to-be is very important.

C. The amount of money that is likely to be available for the ongoing expenses of the family must be considered.

D. The job responsibilities of the parents-to-be must be considered in relation to the new and unfamiliar job responsibilities of parenthood.

E. The life and career goals of each partner should be considered.

F. The religious beliefs of the partners can be an important factor when raising children, especially if the partners have conflicting beliefs.

G. The age of each of the parents-to-be is important.

1. According to the Education Development Center, mental retardation, birth defects, epilepsy and birth injuries occur more often to children born to mothers younger than 20 years old. Babies born to mothers younger than 15 years old are more than twice as likely to die as babies born to mothers between the ages of 20 and 34.
2. The relationship between maternal age and chromosome defects is striking. There is no doubt that the older the mother, the greater the frequency of miscarriages. For women over 40, one-third of miscarried fetuses have unbalanced chromosome conditions. For example, 40 percent of Down's syndrome infants are born to women over 40 even though women over 40 have only 4 percent of the babies born each year.
3. Parents-to-be want to be able to live an active and productive life during the growing-up years of their children. Therefore, some older men and women (those between 40 and 50) may be anxious to have their children as soon as possible.
4. The size of the existing family unit may be a consideration when deciding whether to have additional children.

5. The health of other children in the family may affect the decision to have additional children.
6. If any family members have special needs, those existing needs must be considered before a decision to have additional children is made.
7. Some parents have reasons for wanting some particular "spacing" between the birth of their children.
8. Physical space needs and other environmental conditions that may be desired for a family may affect the decision to have additional children.

Parent Wanted

Full-time position available for mature individual. No experience needed; learn on the job. Must be willing to work 24-hour-a-day shifts, including weekends. Must be willing and able to cook meals, do laundry, keep a clean house, change diapers, fix broken toys, car pool, answer all kinds of questions about all kinds of things, serve as a teacher, advisor, counselor, practical nurse, and friend.
Salary: You pay thousands and provide your own workplace.
Fringe benefits: Excellent, including opportunities to hear a child's first words, see a child's first steps, help a child learn to ride a bicycle, and watch with pride as your grown-up child receives a college diploma.

THE STORK COMPANY

Adapted from Ryder, V. (1986).
PARENTS AND THEIR CHILDREN.
South Holland, IL: Goodheart –
Willcox Company, Inc.

The Cost Of Raising A Child

Families with Income Under $29,900

Age of child	Single parent	Husband-wife
0-2	$ 3,800	$ 4,330
3-5	4,770	4,630
6-8	5,180	4,620
9-11	5,460	4,480
12-14	5,330	5,150
15-17	5,650	5,490
TOTAL*	$90,570	$86,100

Families with Mid-level Incomes

Age of child	Single parent ($29,900+)	Husband-wife ($28,300-46,900)
0-2	$ 7,830	$ 5,850
3-5	9,150	6,190
6-8	9,460	6,170
9-11	9,860	6,020
12-14	9,650	6,700
15-17	10,030	7,120
TOTAL*	$167,940	$114,150

*1990 estimated annual family expenditures on a child (includes housing, food, transportation, clothing, health, education, child care, etc.). Agricultural Research Service, USDA.

Sources: (1) Lino, Mark. "Expenditures on a Child by Single-Parent Families." Family Economics Review March 1991: 5-6. (2) Lino, Mark. "Expenditures on a Child by Husband-Wife Families." Family Economics Review Sept. 1990: 13.

Estimated Cost Of Attending The University Of Missouri For One Year

	Cost
Fees	$1,863.00
Room and Board	2,851.00
Books and Supplies	440.00
Personal Expenses	1,346.00
Total	$6,500.00

Notes

Fees: Based on a freshman student's taking 14 credit hours for two semesters plus the activity fee of $127.

Room and Board: Based on double-occupancy room in a residence hall, 20 meals a week and a $20 social fee.

Personal Expenses: These vary with the individual and include only estimates for personal items, entertainment, laundry, cleaning, student health insurance and transportation. It does not include cost of clothing.

(Taken from the MEET MIZZOU, 1990 Catalog, UMC)

Being A Parent Demands A Lot Of Time And Energy

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CONSIDERING PARENTHOOD

UNIT I

HANDOUT 1--THE COST OF RAISING A CHILD

Age of Child	Urban West	Urban Northeast	Urban South	Urban Midwest	Rural Areas
Income less than $28,300					
0-2	$ 4,360	$ 4,250	$ 4,220	$ 4,060	$ 3,640
3-5	4,650	4,550	4,560	4,370	3,950
6-8	4,690	4,590	4,530	4,340	3,930
9-11	4,570	4,480	4,390	4,190	3,770
12-14	5,200	5,110	5,020	4,840	4,390
15-17	5,510	5,410	5,370	5,180	4,730
TOTAL*	$86,940	$85,170	$84,270	$80,940	$73,230
Income of $28,300-$46,900					
0-2	$ 6,020	$ 5,950	$ 5,950	$ 5,790	$ 5,350
3-5	6,400	6,330	6,350	6,160	5,720
6-8	6,420	6,350	6,300	6,100	5,670
9-11	6,260	6,210	6,110	5,930	5,510
12-14	6,960	6,890	6,810	6,640	6,170
15-17	7,330	7,280	7,230	7,040	6,610
TOTAL*	$118,170	$117,030	$116,250	$112,980	$105,090

Age of Child	Urban West	Urban Northeast	Urban South	Urban Midwest	Rural Areas
Income more than $46,900					
0-2	$ 8,430	$ 8,410	$ 8,400	$ 8,230	$ 7,770
3-5	8,910	8,910	8,890	8,710	8,250
6-8	8,820	8,810	8,760	8,560	8,110
9-11	8,650	8,650	8,550	8,350	7,910
12-14	9,460	9,450	9,340	9,180	8,680
15-17	9,880	9,860	9,860	9,670	9,180
TOTAL*	$162,450	$162,270	$161,400	$158,100	$149,700

*1990 estimated annual family expenditures on a child (includes housing, food, transportation, clothing, health, education, child care, etc.). Family Economics Research Group, Agricultural Research Service, USDA.

Source: Lino, Mark. "Expenditures on a Child by Husband-Wife Families." Family Economics Review Sept. 1990: 14-18.

This assignment sheet is for the student's own use and should not be collected or graded.

CONSIDERING PARENTHOOD

UNIT I

ASSIGNMENT SHEET 1--"PARENT WANTED"

Directions:

1. Suppose you were reading the advertisements in your newspaper and came across a "Parent Wanted" advertisement. Would you apply for the position?

Parent Wanted

Full-time position available for mature individual. No experience needed; learn on the job. Must be willing to work 24-hour-a-day shifts, including weekends. Must be willing and able to cook meals, do laundry, keep a clean house, change diapers, fix broken toys, car pool, answer all kinds of questions about all kinds of things, serve as a teacher, advisor, counselor, practical nurse, and friend.
Salary: You pay thousands and provide your own workplace.
Fringe benefits: Excellent, including opportunities to hear a child's first words, see a child's first steps, help a child learn to ride a bicycle, and watch with pride as your grown-up child receives a college diploma.

THE STORK COMPANY

Adapted from Ryder, V. (1986). PARENTS AND THEIR CHILDREN. South Holland, IL: Goodheart – Willcox Company, Inc.

2. Write down some of your reasons for applying or not applying for this position. Save your responses to think about during the rest of the unit on Considering Parenthood.

This assignment sheet is for the student's own use and should not be collected or graded.

CONSIDERING PARENTHOOD

UNIT I

ASSIGNMENT SHEET 2--INVENTORY OF PERSONAL CHARACTERISTICS

Directions:

This Inventory of Personal Characteristics has been adapted from the Ira Gordon HOW I SEE MYSELF inventory. When responded to thoughtfully, it can help you to see yourself in terms of those characteristics that may be important for a potential parent.

Put a circle around the numeral that indicates where you view yourself as you consider each of the personal characteristics. Circle the numeral 1 if the statement in the left column is most like you. Circle the numeral 3 if the statement in the right column is most like you. Circle the numeral 2 if you are uncertain. There are no "right" or "wrong" answers.

When you have completed the Inventory, you may want to compare your responses to your reasons for applying or not applying for the position in the "Parent Wanted" advertisement. Write down your comparisons and save your comments for your own personal use.

1.	I rarely get really mad.	1	2	3	I get mad easily.
2.	I worry a lot.	1	2	3	I seldom worry.
3.	I am seldom at ease and relaxed.	1	2	3	I am usually at ease and relaxed.
4.	I have little energy.	1	2	3	I have a lot of energy.
5.	I have many friends.	1	2	3	I have few friends.
6.	I like to work with other people.	1	2	3	I do not like to work with other people.

7.	I have trouble staying with one job until I am finished.	1	2	3	I stick with a job until I am finished.
8.	My peers like me.	1	2	3	My peers do not like me.
9.	I do not like to try new things.	1	2	3	I like to try new things.
10.	I like the way I look.	1	2	3	I do not like the way I look.
11.	I am quite healthy.	1	2	3	I am sick a lot.
12.	I have trouble controlling my feelings.	1	2	3	I control my feelings very well.
13.	I learn new things easily.	1	2	3	I do not learn new things easily.
14.	I have a lot of patience.	1	2	3	I do not have much patience.
15.	I have trouble organizing my time.	1	2	3	It is easy for me to organize my time.
16.	I like to make decisions.	1	2	3	I do not like to make decisions.
17.	I do not have much confidence in myself.	1	2	3	I have a lot of confidence in myself.
18.	I am often moody.	1	2	3	I am seldom moody.
19.	I can solve problems well.	1	2	3	I do not solve problems well.
20.	I am open to opinions that are different from mine.	1	2	3	I want others to have the same opinions as mine.

21.	I like to plan ahead.	1	2	3	I do not like to plan ahead.
22.	I do not make friends easily.	1	2	3	I make friends easily.
23.	I like those who are different from me.	1	2	3	I do not like those who are different from me.
24.	People do not respect my opinions.	1	2	3	People respect my opinions.
25.	I accept apologies.	1	2	3	I do not accept apologies.
26.	I tend to be selfish.	1	2	3	I am not a selfish person.
27.	I am responsible.	1	2	3	I do not like responsibility.
28.	I get along with others.	1	2	3	I do not get along with others.
29.	I have a poor appearance.	1	2	3	I have a good appearance.
30.	I am career-oriented.	1	2	3	I am not career-oriented.
31.	I am good at talking with others.	1	2	3	I am not good at talking with others.
32.	I am not a good listener.	1	2	3	I am a good listener.
33.	I do not share my feelings with others.	1	2	3	I do share my feelings with others.
34.	I like to be by myself.	1	2	3	I like to be with others.
35.	I like the way I am.	1	2	3	I do not like the way I am.

CONSIDERING PARENTHOOD

UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

This Assignment Sheet is intended to help the student clarify his/her thinking. Remind the students to keep their written answers to look at later in the unit, but do not collect them. Credit may be given for participation. Use as the basis for class discussion.

Assignment Sheet 2:

This Assignment Sheet is for the student's own information and should not be collected. Give credit for participation and use questions as the basis for class discussion.

This job sheet is for the student's own use and should not be collected or graded.

CONSIDERING PARENTHOOD

UNIT I

JOB SHEET 1--MAKING CONNECTIONS

Directions:

Part I:

Think about the "good" memories you have about your childhood and growing-up years. What made these occasions good ones? Then, think about the "not-so-good" memories. What made these occasions unpleasant for you? You do not have to share these memories with others.

Now, interview your parents to "hear" what their responses are to the following questions. If it does not make them uncomfortable, you may want to take notes about their comments so you will have them to refer to later. Use a separate sheet of paper to take your notes so you will not run out of room during the discussion. If your parents are not available, you may interview your stepparent, guardian, or a member of your extended family, such as a grandparent.

1. What are the things that have made having children the most pleasurable for you?

2. What are the things that have made having children the most difficult for you?

3. Are there things that you wish you had done differently as a parent? If so, what are some of these?

Part II:

Now that you have talked with your parents and heard their comments, can you see connections between your positive and/or negative memories and the memories of your parents? Keep your notes with this activity sheet so that you can continue to think about your family as you learn about parenthood.

CONSIDERING PARENTHOOD

UNIT I

JOB SHEET 2--MYTHS, NOT FACTS

Directions:

1. In your group, discuss the ways that families are portrayed in different television shows that you watched. How is parenthood portrayed realistically--and unrealistically--in these shows? Discuss the reasons for your responses.

2. Share the "story" of the television shows (in summary) with the whole class and describe a particular event or two. Have your classmates respond to what they believe are unrealistic or realistic portrayals of family life. Those in your group should be able to state why they agree or disagree with the evaluations of others.

CONSIDERING PARENTHOOD

UNIT I

JOB SHEET 3--BALANCING WORK AND FAMILY

Directions:

Part I:

Interview a parent/guardian who has full-time employment. Discuss the demands and/or satisfactions he/she feels in the amount of time and attention devoted to:

1. Employment (e.g., work done at home, deadlines met, job worries) -

2. Spouse, if applicable (e.g., time with, talk to) -

3. Child(ren) (e.g., care-giving duties, spend time with) -

4. Him/Herself (e.g., hobbies, interests) -

5. Residence (e.g., housework, care of clothing) -

Part II:

Based on information obtained from the interview, discuss in class the demands and satisfactions involved in balancing work and family responsibilities.

CONSIDERING PARENTHOOD

UNIT I

JOB SHEET 4--LET'S HEAR FROM PARENTS

Directions:

Ask the visiting parents to talk with you about their views on parenting--the advantages and disadvantages of having children; why they chose to have children. Plan ahead of time for this panel discussion by thinking of the questions to ask your guests. Take notes on the parent's views for discussion next class period.

On the day following the panel's presentation, think about the views stated by the guest parents and consider the ways in which their views matched or did not match the information you have talked about in this unit of study. Discuss this in class.

CONSIDERING PARENTHOOD

UNIT I TEST

Part I--Matching: Match the term with the definition.

	DEFINITIONS	TERMS
____ 1.	Things that a person cannot do without	a. Assumption
____ 2.	Something taken for granted; something believed without evidence	b. Instinctive
____ 3.	Things a person would like to have	c. Myth
____ 4.	Choice	d. Needs
____ 5.	Acting or feeling in a way that is natural and requires no teaching	e. Option
____ 6.	Put in order with the most important first	f. Prioritize
____ 7.	An imaginary thing or belief that is not grounded in truth	g. Wants
		h. Birth Defect

Part II--Multiple Choice: Circle the correct answer.

8. Which was the traditional attitude toward parenthood in the past?

   a. Most people did not want children but had no method to control pregnancy.
   b. Most men and women desired large families.
   c. Most people grew up assuming they would marry and have children.
   d. Most men wanted children, but women did not because of the burden of child care.

9. Which best describes the current concept of parenthood in America?

   a. Parenthood is an option that is available.
   b. Couples who love each other want to have children.
   c. Children are an economic asset to their parents.
   d. People who choose not to become parents have emotional problems.

10. Which is a realistic reason for parenthood?

    a. To have someone to love me
    b. To have the opportunity to teach and guide a child
    c. To carry on the family name
    d. To have common interests with friends who are parents

11. One reason that some people desire parenthood is to have someone to care for them when they are old. Which facts accurately reflect the care of the elderly in America today?

    a. The majority of elderly people in America today do not need financial assistance from their children.
    b. It is necessary for elderly people in America to receive financial assistance from relatives.
    c. The elderly play an important role in family decisions.
    d. Most people have their children care for them when they are old.

12. Which best describes the economic facts of parenthood in America today?

    a. Tax deductions offset the cost of raising children.
    b. Adult children support their parents.
    c. Children are of economic value to their parents.
    d. Children are an economic cost to their parents.

13. Which best describes a child's influence upon the parent's relationship?

    a. Children introduce extra responsibilities and pressures upon a couple's relationship.
    b. Shared decision-making required by child-rearing brings parents together.
    c. Children help with household tasks, thereby giving parents extra time and energy for couple activities.
    d. Children contribute to the couple's relationship since parents do not like to argue in front of children.

14. Which describes the effect of a child upon the lifestyle of the parent(s)?

    a. Children make little difference in the lifestyle of parents who have already "settled down."
    b. Children often limit the freedom and mobility of the parents.
    c. Children usually like their parents to "try new things", so job mobility is encouraged.
    d. Children usually make little difference in a mature person's lifestyle.

15. "Relationships can be satisfying and fulfilling without children." Which describes this statement?

    a. The statement is not true.
    b. The statement indicates a realistic assessment of some couple's relationships.
    c. The statement indicates the couple is not socially responsible.
    d. The statement indicates a selfish view toward life.

16. Which describes the relationship between the mother's age and the health of the infant?

    a. Mental retardation, birth defects, epilepsy and birth injuries occur more often to infants born to mothers under 20.
    b. There is no relationship between the mother's age and the occurrence of mental retardation, birth defects, epilepsy or birth injuries.
    c. There is a decrease in the occurrence of mental retardation, birth defects, epilepsy and birth injuries to infants born to mothers under 20.
    d. With good health care, the risks of mental retardation, birth defects, epilepsy, and birth injuries can be eliminated for all women, regardless of age.

17. Which describes the relationship between death rates of infants and the age of the mother?

    a. There is no relationship between infant death rates and the age of the mother.
    b. There is a slight increase in death rates for infants born to mothers under age 15.
    c. Death rates for infants born to mothers between the ages of 20 and 34 are twice the rate as for infants born to mothers under the age of 15.
    d. Death rates for infants born to mothers under age 15 are more than twice the rate for babies born to mothers between the ages of 20 and 34.

Part III--True/False: Write "T" before the statement that is true and "F" before the statement that is false.

____18. The decision **not** to become a parent is an accepted one in today's society.

____19. Anyone can be a "good" parent.

____20. Marriages are always improved when there are children in the family.

____21. Parenthood is a long-term and ongoing commitment.

____22. Trends in the American workforce are changing the way family members relate to each other.

____23. Employed mothers do not have the same child care responsibilities as unemployed mothers.

____24. Parenthood and employment responsibilities are often in conflict.

____25. Liking children is one reason to become a parent.

____26. The career and life goals of each partner should be considered before deciding on parenthood.

____27. The decision to parent involves understanding the responsibilities of parenthood, thinking through how one might perform as a parent, and considering both the advantages and disadvantages of having children.

Part IV--Short Answer: Write your most thoughtful responses to these statements.

28. List five myths about parents, children, and/or parenthood that are portrayed often in television shows, movies, and/or advertisements.

    (1)

    (2)

    (3)

    (4)

    (5)

29. List five personal characteristics that may relate positively to parenthood tasks.

    (1)

    (2)

    (3)

    (4)

    (5)

30. List five personal characteristics that may relate negatively to parenthood tasks.

(1)

(2)

(3)

(4)

(5)

31. List five reasons why some couples do not choose parenthood.

(1)

(2)

(3)

(4)

(5)

CONSIDERING PARENTHOOD

ANSWERS TO UNIT I TEST

Part I:

1-d	2-a	3-g	4-e
5-b	6-f	7-c	

Part II:

8-c	9-a	10-b	11-a
12-d	13-a	14-b	15-b
16-a	17-d		

Part III:

18-T	19-F	20-F	21-T
22-T	23-F	24-T	25-T
26-T	27-T		

Part IV:

Responses to short answer items should come from those statements made in the Information Sheet; however, some students may think of others equally as valid.

Family Living and Parenthood Series
Parenting Module

Family Patterns
Unit II

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
D	A	1					1-13	
D	A	2			1,2	1	14-18,22-29,36,37	
D	B	3				2	30,34,35	
D	B	4			3,4		19-21,31, 33,38-40	
D	B	5			5,6	3,4	32,41	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

FAMILY PATTERNS

UNIT II

UNIT OBJECTIVE

Upon completion of Unit II, the student should be able to identify the different family patterns and know the benefits of each. Competencies will be demonstrated by successful completion of the Assignment and Job Sheets and by achieving an overall score of at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of Unit II, the student should be able to:

1. Based on the content outline, MATCH TERMS AND DEFINITIONS RELATED TO FAMILY PATTERNS by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline, RECOGNIZE THAT, EVEN THOUGH THERE IS NO ONE "IDEAL" FAMILY PATTERN, THE FAMILY IS THE MAJOR TRAINING GROUND FOR PREPARING PEOPLE TO FUNCTION IN SOCIETY by completing Assignment Sheets 1, 2 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline, IDENTIFY THE EFFECTS OF FUNCTIONAL AND DYSFUNCTIONAL BALANCE IN MAINTAINING STABILITY IN THE FAMILY by completing Job Sheet 2 and/or achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, IDENTIFY THE CHARACTERISTICS OF OPEN, CLOSED, AND RANDOM FAMILY TYPES by completing Assignment Sheets 3 and 4 and/or achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline, IDENTIFY THE PARTS OF THE FAMILY SYSTEM by completing Assignment Sheets 5 and 6 and Job Sheets 3 and 4 and/or achieving 100 percent accuracy on the Unit Test.

FAMILY PATTERNS

UNIT II

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

B. Provide students with Objective Sheet.

C. Discuss Unit and Specific Objectives.

D. Provide students with Information Sheet.

E. Discuss the Information Sheet. Suggest that students use the Information Sheet to follow along in the class discussions.

F. Provide students with Assignment and Job Sheets prior to the activities.

G. Suggest that the students use the Assignment and Job Sheets for making notes and/or that they keep a Learning Log during their study of the material in this unit.

H. Provide time for individual and small group work as well as whole group activities.

I. Plan for and carry out other activities. Include speakers, field trips, demonstrations, films, filmstrips, videotapes, etc.

J. Give test.

K. Evaluate test responses.

L. Reteach, if necessary.

CONTENT OF UNIT II

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Assignment Sheets

1. AS 1--Define "Family"
2. AS 2--Write An Essay On Family Patterns
3. AS 3--Recognize Family Types
4. AS 4--Identify Family Types From Sketches
5. AS 5--Explore Communication Styles
   (NOTE TO THE TEACHER: Select a word, such as love, and have each student write a definition for that word; have students read their definitions aloud and discuss them in regards to communication styles.)
6. AS 6--Write An Essay On Family Types

F. Answers to Assignment Sheets

G. Job Sheets

1. JS 1--Interview Families
   (NOTE TO THE TEACHER: Select families who are willing to be interviewed. Assign teams of two or three students to each family. Have a brainstorming session to develop interview questions.
2. JS 2--Construct A Family Mobile
   (NOTE TO THE TEACHER: Select teams to construct mobiles. Collect materials or allow students to be original in designing mobiles using cotton balls, pencils, paper cups, ping pong balls, etc. Hang mobiles in classroom.)
3. JS 3--Family Interaction And Balance
   (NOTE TO THE TEACHER: A rope will be needed for this activity.)
4. JS 4--Family Pursuit
   (NOTE TO THE TEACHER: A Trivial Pursuit game board will be needed. If necessary, make a separate copy of the rules before cutting up questions into cards. The class should be divided into four teams.)

H. Unit Test

I. Answers to Unit Test

RESOURCES

I. Books:

A. Bradley, B. Where Do I Belong? A Kid's Guide to Stepfamilies. Reading, MA: Lyle Stuart, 1982.

B. Burns, C. Step-Motherhood. New York, NY: Times Books, 1985.

C. Constantine, L.C. and J.T. Israel. "The Family Void: Treatment and Theoretical Aspects of the Synchronous Family Paradigm." Family Process, 1985.

D. Craven, L. Stepfamilies: New STRUCTURES of Harmony. New York, NY: Bantam, 1982.

E. DeSpelder, L.A. and N. Prettyman. A Guidebook for Teaching Family Living. Boston, MA: Allyn and Bacon, Inc., 1980.

F. Kantor, D. and W. Lehr. Inside the Family. San Francisco, CA: Jossey Bass Publishers, 1975.

G. Gardner, R.A. The Boys' and Girls' Book About Stepfamilies. New York, NY: Bantam, 1982.

H. Getzoff, A. and C. McClenahan. Stepkids: A Survival Guide for Teenagers in Stepfamilies and for Stepparents Doubtful of Their Own Survival. New York, NY: Walker, 1984.

I. Glick, Paul. Stepfamilies. Paper presented at the Wingspread Conference, Racine, WI, 1987.

J. Lamanna, M.N. and Agnes Reidmann. Marriages and Families: Making Choices Throughout the Life Cycle. Belmont, CA: Wadsworth, 1981.

K. Lewis, H.C. All About Families the Second Time Around. Atlanta, GA: Peachtree, 1980.

L. Mynatt, E.S. Remarriage Reality: What You Can Learn From It. Knoxville, TN: Elm, 1984.

M. Ryder, V. Parents and Their Children. South Holland, IL: Goodheart-Willcox, 1985.

II. **Videotape:**

A. A Family to Me. Videotape. 28 minutes, 15 seconds. Available from Linda Harness, c/o Sagaris; Eastbridge Bldg., Suite 100; 10 Second St. NE; Minneapolis, MN 55413. 612-379-2640.

FAMILY PATTERNS

UNIT II

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Birth parent--biological mother or father

B. Extended family--three or more generations, including relatives such as uncles, aunts, brothers, sisters and grandparents

C. Family--group related by blood, marriage, or adoption

D. Norm--standard for a group, that which is natural and regular by the majority in a given situation

E. Nuclear family--wife, husband, and their child(ren), if any, living together in their own residence

F. Nurturing--nourishing or fostering the development of others

G. Parenting--taking care of needs and desires of another individual

H. Single-parent family--one adult raising children

I. Stepfamily--family resulting from the marriage of two people, at least one of whom already has children

J. Family balance--maintaining a mixture of stability and change within the family unit

K. Random family--a family characterized by constant change and primary focus on the individual within the family

L. Open family--a family balanced between change and stability with shared power, open communication and group problem-solving

M. Closed family--a family that places emphasis on the family as a unit; power rests with one or two people

N. Boundaries--limits which regulate access to time, spaces and resources in the family system

O. Power structure--determines the nature of involvement of family members in decision-making, and who has the authority to enforce family norms

II. Basic family patterns: The family, regardless of the form it takes, is the major training ground for preparing people to function in society.

(Objective 2; AS 1, 2; JS 1)

A. The nuclear family

1. The nuclear family consists of a wife, husband and their child(ren), if any, living together in their own residence.
2. This is the family pattern that has been regarded as the norm in American society.
3. The number of nuclear families in this country continues to decline.
   a. In 1977, according to the U.S. Department of Labor, nuclear families accounted for 84 percent of all families.
   b. In 1987 nuclear families accounted for only 79 percent of all families.
4. The nuclear family can be a powerful and enduring unit for parents and children, but it is a myth that the nuclear family is without day-to-day problems.

B. The extended family

1. An extended family is one in which three or more generations live in the same residence, often along with additional relatives such as uncles and aunts.
2. This family pattern was common in the past when grandparents lived with their children, helped maintain the home and/or farm, and raise children.
3. The mobility of our modern society has caused the extended family pattern to be much less common today. Young adults often move away from their hometowns to go to school and/or take jobs in other cities. As a result, they may live a great distance from their parents.
4. Because more young families now have two working parents, there may be a partial return to the extended family, so that other relatives can help the working parents cope with their child care responsibilities.
5. Sometimes a young, unmarried parent lives with his/her parents and/or grandparents, who take major responsibility for raising the child.

6. The extended family provides an opportunity for grandparents, who are now likely to retire early and live long lives, to enjoy taking care of their grandchildren.
7. Shortages in natural resources may make uniting the generations under one roof economically advisable.
8. Economic hardships, such as loss of jobs or a divorce, resulting in significantly lowered income and inability to support themselves, are forcing some adult children to return to their parents' home.
9. Individuals who appreciate the benefits of the extended family but who are unable to live with their actual family members, sometimes create communities of neighbors and friends who provide support and shared parenting.

C. The single-parent family

1. The single-parent family consists of one parent raising children.
2. A single-parent family may be a result of many factors, including:
   a. Divorce
   b. Death of a spouse
   c. Decision to parent without marriage
3. The number of families with this pattern has increased significantly in recent years--partly due to an increase in the divorce rate and partly due to an increasing number of individuals choosing to take on the parenting role without marriage.
4. According to 1988 U.S. Census figures, 25 percent of all children under 18 live with only one parent. Twenty-two percent live with the mother only, while three percent live with the father only.
5. There has been an increase in the number of single-parent families in which the parent has never been married.
   a. Some individuals are choosing to have children on their own.
      1) This may be as a result of an unplanned pregnancy where the mother decides to keep the child.
      2) This may be a decision on the part of the mother to become pregnant without getting married.
   b. Some unmarried individuals choose to adopt a child.
6. It is important for the single-parent family to build a network of friends and relatives who accept and support them as a family. This can help the

parent and child deal with the stigma sometimes attached to single-parent families.

7. Society now accepts the single-parent family as a viable pattern for a family. Research has shown that the single parent can be just as capable of raising a child as both parents are in a nuclear family.
8. The economics of running a single-parent family can be difficult, especially for the parent who has custody of the child.
   a. The working single parent must find a job that can support the family and pay for good child care.
   b. Time becomes a precious commodity in the life of a single parent who must learn how to budget time efficiently.
9. There are strengths and joys in single parenting beneficial to all.
   a. A successful single parent may gain a strong sense of self-sufficiency, feel a great sense of accomplishment, and develop a strong self-concept.
   b. Single parents may also experience a more direct effect on their children and their children's effect on them.
   c. A single-parent family may result in a direct and reciprocal encouragement of strengths between parent and child.
      1) The child can see and appreciate the parent's strengths, such as the ability to support the family and/or maintain the home.
      2) The parent may give the child more responsibility as a result of the need to share the work.
      3) Children in single-parent families are more likely to be involved in family decision-making.

D. Stepfamily or blended family

1. A stepfamily exists when at least one of two marriage partners already has a child.
2. Parents who lose partners through death or divorce often remarry.
   a. Of recent marriages in the United States, it is projected that one out of every two marriages will end in divorce. Of those divorcing in 1987, 52 percent had children. (National Center for Health Statistics)

b. In the U.S., one of every six children under 18 lives in a stepfamily. (1990, Stepfamily Foundation, New York City)
c. Forty-five percent of all children born in 1980 will be in a stepfamily by age 18.
d. Each year, 500,000 stepfamilies are created. By 1990, stepfamilies outnumbered nuclear families.

3. Stepparents have no legal status as parents, regardless of how much they may love the children and how much responsibility they take, unless they legally adopt the children.
   a. A stepparent has no biological or adoptive parent rights and may have a lot of responsibility and little power over the child's life.
   b. Many stepparents choose to adopt their stepchildren, which gives them legal rights and responsibilities for the welfare of those children.
   c. One out of every three adoptions are adoptions of stepchildren by the stepparent.
4. Stepparents must work hard to establish authority as parents with their stepchildren.
   a. Stepparents and their stepchildren do not have a history of caring and being cared for.
   b. The key factors in establishing a trusting relationship between stepparents and their stepchildren are time and patience.
5. The stepparents must have a strong couple relationship with their spouses to sustain them while they are establishing a relationship with their stepchildren.
   a. The parenting bond between the two parents is based on an agreement that they will share parenting, not on the experience of having a child together.
   b. Stepparents must contend with the myth of the "wicked stepmother or stepfather."
6. There are positive aspects to combining families.
   a. In some instances children gain siblings.
   b. Children have the opportunity to meet new people through friends of their new siblings.
   c. Both children and adults may gain companionship.
   d. The mechanics of housekeeping can be divided among more people.
   e. Resources may be pooled efficiently.
   f. All members of the stepfamily can benefit from the blending of the two backgrounds with unique traditions, values and attitudes.

g. All the children can have more people who care about them and love them. The stepfamily may provide additional aunts, uncles, cousins, and grandparents as well as new parents.

E. The adoptive family

1. Parents may or may not have birth children. Over two percent of women aged 15 to 44, who are or have been married, adopt a child.
2. Parents may be single or married.
3. Reasons for adopting a child
   a. Infertility
   b. Concerns about overpopulation and homeless children
   c. Desire to help older or disabled children
4. Women who adopt a child are usually over 30 years old and have been unable to have a child naturally.
5. Typical adoptive parents are white and middle class.
6. More babies from foreign countries are being adopted. More than half of all foreign children adopted are from Korea.
7. Eighty-eight percent of mothers who place their babies for adoption have never been married.
8. White women are more likely to place their babies for adoption (12 percent) than black women (1 percent.)

F. The foster family

1. Children removed from their birth families are placed in foster families, group homes, or residential facilities. Most, especially the younger ones, are placed in foster homes.
2. Foster families are licensed by the state.
3. Foster families receive money to help compensate for the costs of taking care of the foster children.
   a. Most states pay between $200 and $300 per month for teenagers.
   b. The U.S. Department of Agriculture estimates that it costs over $500 per month to raise a teenager.
4. Almost all foster children are troubled children. A recent study found that two-thirds of foster children had behavior problems, mental health problems, and developmental or physical disabilities.
5. The goal of the social service system is to prepare youth to be self-sufficient.

a. Some families are helped so that their children can return to the family home.
b. Some children must be removed from one foster home and placed in another because of problems.
c. Children may be placed in foster care until they are to be placed for adoption.

6. There is a severe shortage of foster families.
a. Many potential foster families will not take in children because they are afraid that it will be too painful to give them up when they are removed from the foster home.
b. State Departments of Family Services, where decisions are made about the care of children who must be removed from their families, are beginning to spend more energy and money working with the child's family to reduce the number of children placed in foster care. In the long run, this will be less expensive than foster care.
c. The foster care system does not have the resources to do an effective job caring for children.

G. Communal families/extended kin relationships

1. Communes--a living arrangement involving several unrelated people and/or families who own goods commonly and share tasks.
2. Family networks--several families join together to exchange services.
3. Affiliated families--a nuclear family "adopts" one or more non-related older persons.

H. Families with teenage parents

1. The following statistics from the Children's Defense Budget (1988) relate poverty, poor basic academic skills, and early parenthood.
a. Economically deprived teens are two and one-half times more likely to become teen parents than affluent teens.
b. Teenagers with poor basic academic skills are three times more likely to become teen parents than those with better skills.
c. Twenty percent of young women from below-poverty families and those who have below-average skills become parents.
d. One half of teenage mothers and one third of teenage fathers drop out of school.

e. The number of births by unmarried teens is increasing. Many of these teens are keeping their babies, choosing to be single parents.
f. Half of teenage mothers have a second baby within 36 months; one-fourth have the second baby within twelve months.

2. Becoming a parent during adolescence has negative effects in several areas.
   a. Getting a job
   b. Marital stability
   c. Woman's health
   d. Babies with low birth weights
3. Parenting for adolescents is difficult for many reasons.
   a. The adolescent parent still needs nurturing.
   b. Most adolescent parents live in poverty.
   c. Health services for adolescent parents and their babies are not as available.
   d. Many adolescent parents lose the support of their families.
   e. The demands of babies are almost always greater than the parent expected.

III. Family balance is the process of maintaining a particular mixture of stability and change within the family unit.

(Objective 3; JS 2)

A. Functional balance is cooperative effort among family members to maintain balance, as in a mobile.

1. The parts are normalized (made relatively constant and predictable) for that family.
2. Functional balance leads to maintenance of the system and achievement of family goals while fostering individual development.
3. It also involves effective response over time to environmental demands.
4. In functional families, each member can be autonomous without upsetting the balance.
5. Each member has protection defenses, yet can trust other members, and so shares feelings and ideas.

B. Dysfunctional balance may be either a lack of consistent family member involvement or an over-involvement that creates instability in the balance of parts.

1. Dysfunctional balance leads to exaggeration of family characteristics and either rigidity or diffusion and chaos.
2. The family system may become cut off from outside systems due to engrossment with family.

3. Members may live solely for each other.
4. A minor crisis for one member becomes a crisis for the whole family. Individuals are unclear about or ignore boundaries.
5. Parents cope in the most effortless way, avoiding clarification and blaming each other and themselves in futile attempts to make their experiences more satisfying.
6. Sometimes members may cease communicating and become apathetic. Crises then have to reach major proportions before members will act.

IV. Family types are categories that define specific family characteristics and determine if a family is open, closed or random. Families can usually be identified as one of these types, yet few families are entirely open, closed or random.

(Objective 4; AS 3, 4)

A. Open family characteristics

1. Balance between change and stability in how the family responds
2. Goal of individual freedom while maintaining group cohesion and interdependence
3. Shared power; decision-making by group consensus
4. Open communication, relationship-orientation, and encouragement among members
5. Variable, movable, and flexible boundaries as they relate to use of time, space, resources and commitments
6. Alternated and shared roles
7. Open to new information which may be readily brought into the family and freely shared
8. Outsiders distinct from family members but having flexible, monitored access
9. View of time seeks effective integration of past, present and future
10. Orientation toward truth achieved by negotiation of members
11. View life as a challenge to be mastered, with many alternatives to choose from and combine

B. Closed family characteristics

1. Resistance to change and stability in response patterns; disagreement seen as disruptive, creating instability
2. Loyalty to family and maintenance of tradition; goals of individual and family achievement and self-sufficiency; individual member needs subordinate to the family's needs

3. Hierarchical power structure in which decision-making rests with one or two family members who establish norms, monitor compliance and provide discipline
4. Lines of communication structured according to the power structure, i.e., predominantly top-down, except when information is requested or allowed by those in authority
5. Regular, fixed and steady boundaries for commitments and use of time, space, and resources
6. Assigned and differentiated roles
7. Controlled and filtered flow of information; information may be censored by those in authority
8. Outsiders distinct from family members; access of outsiders to family members controlled and limited
9. Past-oriented view of time where the past is continued into the present and future
10. Orientation toward truth as absolute, permanent, and proven
11. View life as a struggle to maintain truth in a hostile environment

C. Random family characteristics

1. Constant change; stability resisted as limiting to individual members
2. Goal of each family member to be able to experience maximum freedom of choice, pursuit of interests and spontaneity of interaction and activity
3. Power dispersed among family members; individual decision-making; each member pursues his/her own goals; no limits or rules are consistently enforced
4. Erratic, spontaneous communication evolving from each individual's thoughts and emotions at the time
5. Erratic, open, uncontrolled personal boundaries
6. Unassigned, undifferentiated roles
7. New information inconsistently available and poorly distributed
8. Outsiders not sharply distinguished from family members and have free access to family
9. Time view present-oriented; detached from the past
10. Orientation toward truth as relative, transient, and emerging through personal innovation
11. View the environment as a playground for adventure

V. The family system

(Objective 5; AS 5, 6; JS 3, 4)

A. The family system consists of parts of individual families that regulate family functioning and form the pattern that characterizes the family type.

B. The family system works as a unit. Whatever happens in one part affects all of the other parts.

C. Parts of the family system

1. Goals
   a. A family's primary goal is maintenance of its particular balance and family vitality.
      1) Its everyday functioning helps maintain that world view and keep the family directed toward its goals.
      2) It functions in a "chicken and egg" cycle.
   b. A family's goals and values influence the family's choice of power structure, communication style, boundaries, stability-change orientation and role definitions.
2. Boundaries
   a. Boundaries are the limits a family places on itself. They serve several purposes.
      1) Regulating the range of access of family members and non-members to time, space and resources/commitments
      2) Determining the nature and level of appropriate interactions
      3) Supporting the family's fulfillment of its purposes and goals
   b. There are boundaries between the whole family system and the other systems. The family interacts with other families, government, education, etc.
      1) If someone in the family challenges the established boundaries about outsider access to family possessions (loaning out the lawn mower), that challenge will affect the communication and interactions of other members.
      2) It will also affect their understanding of boundary rules and power distribution.
      3) Each member adopts behavior that causes the least amount of stress.
   c. There are also boundaries between the subsystems within the family system (parents, children; males, females). Boundaries can be variable, regular or erratic for time; movable, fixed or dispersed for space; and flexible, steady or fluctuating for resources/commitments.
3. Power structure

a. The power structure determines the nature of involvement family members have in decision-making.
b. It determines who has the authority to enforce the normal way of family functioning.
c. Types of power structures:
1) Egalitarian--uses negotiation to solve problems. Each member gives and takes until agreement is reached.
2) Hierarchical--parents determine ideals and rules, then monitor and enforce them. Other members have little input.
3) Dispersed--individuals make their own spontaneous decisions, based on the most recent or creative input that appeals.

4. Communication style
a. Communication style determines the content of expression and the direction that information and feeling expressions flow.
b. Types of communication styles:
1) Open--information may flow in two directions. Members may let each other know when they agree or disagree, and how they feel about what is happening within the family.
2) Structured--information may flow primarily in one direction, and often contains rules, traditions and decisions.
3) Spontaneous and erratic--information may reflect ideas and feelings of the moment, flowing in two directions.
c. The styles are often influenced by the power structure, role definition and boundaries.

5. Role definitions
a. Role definitions outline responsibilities and privileges.
b. Roles may be assigned to certain members or left unassigned; their contents may or may not be clearly spelled out.
c. Members may share roles, alternate roles, or consistently hold only certain roles.

6. Orientation toward stability and change
a. Families differ in their orientation toward balance between change and stability.
b. Any orientation can be functional.
c. The amount of change acceptable relates to the family's tolerance for daily crises, and its desire for new information and experiences.
d. The amount of stability required relates to the family's need for continuity and its view of truth as traditional, relative, or a mixture of both.

FAMILY PATTERNS

UNIT II

ASSIGNMENT SHEET 1--DEFINE "FAMILY"

Directions:

1. Write your own definition of family.

2. In your group read and discuss the definitions.
   a. What similarities are there?
   b. What differences are there?
   c. What might account for the similarities or differences?
   d. How might experiences in your own family affect your definition?

FAMILY PATTERNS

UNIT II

ASSIGNMENT SHEET 2--WRITE AN ESSAY ON FAMILY PATTERNS

Directions:

Write a two-page essay on the type of family pattern you would like to be part of as a parent. Include why you picked that pattern, and what the advantages and disadvantages of that pattern would be.

FAMILY PATTERNS

UNIT II

ASSIGNMENT SHEET 3--RECOGNIZE FAMILY TYPES

Directions:

There is a difference between the ways that open, closed, and random family types react to everyday situations. For each of the family types, write a short description of how each of the families would react. Include examples, and be prepared to discuss them.

A. Change and stability

1. Open family:

2. Closed family:

3. Random family:

B. Individual freedom and loyalty to family tradition

1. Open family:

2. Closed family:

3. Random family:

C. Power and decision-making

1. Open family:

2. Closed family:

3. Random family:

D. Communication between family members

1. Open family:

2. Closed family:

3. Random family:

E. Boundaries and the use of time, space, and resources

1. Open family:

2. Closed family:

3. Random family:

F. Roles

1. Open family:

2. Closed family:

3. Random family:

G. The flow of information from outside

1. Open family:

2. Closed family:

3. Random family:

H. The view of outsiders and the type and amount of access to family members

1. Open family:

2. Closed family:

3. Random family:

I. The view of time: past, present, and future

1. Open family:

2. Closed family:

3. Random family:

J. The view of truth

1. Open family:

2. Closed family:

3. Random family:

K. The view of life as it relates to the rest of the world

1. Open family:

2. Closed family:

3. Random family:

FAMILY PATTERNS

UNIT II

ASSIGNMENT SHEET 4--IDENTIFY FAMILY TYPES FROM SKETCHES

Directions:

1. Read each sketch and label it with the family type that it describes. Note the reasons for choosing the type you picked.

2. In small groups discuss how you labeled the sketches and your reasons.

3. Given each sketch situation, discuss how the other family types would deal with the situation in the sketch. Describe or act out the scenario.

Sketches:

1. Rita and Julie are making a collage on the dining room table. Mother is sewing at the other end. Doug comes in from soccer practice looking for a snack. The two girls drop what they're doing and go with him to rummage through the refrigerator. They soon return with bowls of cereal or sandwiches and go watch T.V. Father comes in with a friend and announces he's here to change clothes and then will be leaving to work on the friend's lawn mower. They'll catch a bite at his house. Mother starts a discussion with the friend about the new bottle ordinance petition. She invites him to join her for nachos and cheese. Her husband decides to warm up some pizza and watch T.V. with the kids for a while. The mother and the father's friend continue their discussion.

2. The Stewarts are planning a trip for Christmas vacation. Everyone has come to the table with ideas, brochures, and preferences. Susan has just said goodbye to her friend, explaining it was family meeting time. Everyone takes a turn offering his/her ideas. Reactions are freely shared. Mom prefers to follow tradition and be with relatives in Nebraska; Dad and Mike want to try a new experience skiing in Colorado. Amy wants to go to Disney World. The members discuss preferences and share feelings about each alternative. They explore what would help each member feel good about each choice. Susan, the 10-year old, is moderator for tonight. She calls for consensus after the discussion. The family decides to go to Nebraska for Christmas. Right after Christmas, Dad and Mike will go to Colorado for several days. They agree to consider Disney World for the next trip, especially since some family members want to go to the beach.

3. The Lawsons are gathered for dinner. Ricky is given a scowl by father as he rushes in late. Father slices the meat, giving each member the amount he thinks appropriate. David wants to go with a friend to see a film. Mother wants to know what it's about and how it's rated before she and father decide if David may go. Sheila's friend, who arrives toward the end of the meal, is asked to wait in the living room while the family finishes the meal. Everyone helps to clean the table.

FAMILY PATTERNS

UNIT II

ASSIGNMENT SHEET 5--EXPLORE COMMUNICATION STYLES

Directions:

1. Write your definition of a word assigned by your teacher.

2. Break into groups of three of four.

3. Read all definitions aloud to the group.

4. Discuss:
   a. Reasons for the differences and similarities in your definitions.
   b. What do these definitions and similarities say about your communication styles?

FAMILY PATTERNS

UNIT II

ASSIGNMENT SHEET 6--WRITE AN ESSAY ON FAMILY TYPES

Directions:

Write an essay on the family type that you, as a parent, would like to establish.

1. Include your family's approach to:
   - goals
   - communication style
   - boundaries
   - power structure
   - role definitions
   - orientation to change/stability

2. Tell why you picked that family type.

3. Include what you feel the advantages and disadvantages of that type would be.

FAMILY PATTERNS

UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

Answers will vary. Use as the basis for class discussion.

Assignment Sheet 2:

Answers will vary. Use as the basis for class discussion.

Assignment Sheet 3:

Answer should come from the Information Sheet, Section IV.

Assignment Sheet 4:

1. Random
2. Open
3. Closed

Assignment Sheet 5:

Refer to the discussion of communication styles in the Information Sheet, Section V, when evaluating these definitions. Use as the basis for class discussion.

Assignment Sheet 6:

Answers should come from the Information Sheet, Section V.

FAMILY PATTERNS

UNIT II

JOB SHEET 1--INTERVIEW FAMILIES

Directions:

In teams of 2 or 3, interview an assigned family that fits one of the patterns defined in this lesson.

1. Brainstorm about questions to ask these families.

2. Include questions about the benefits and drawbacks of the family patterns.

3. Present questions to the class for evaluation.

4. Report the results of interview to the class.

FAMILY PATTERNS

UNIT II

JOB SHEET 2--CONSTRUCT A FAMILY MOBILE

Directions:

Working together in groups of three or four, construct a mobile of a "family." Be creative in the use of materials. Give each family member a name and an age. Balance the mobile so that everything works.

Mobiles may be hung in the classroom as a reminder that a family system works as a unit.

FAMILY PATTERNS

UNIT II

JOB SHEET 3--FAMILY INTERACTION AND BALANCE

Materials and equipment:

1. Loop of rope
2. Description of family types from Assignment Sheet 3
3. Situations--suggested by students and/or teachers (e.g., one family member leaves home; a close subgroup forms; one family member joins a gang)

Procedure:

1. One student assumes the role of each family member in one of the sketches.

2. The family members hold onto the rope loop to indicate their position relative to the others and pull in their own directions until the rope is tight.

3. A student verbalizes a situation and each family member moves and pulls or slackens the rope to indicate his/her response.

4. The goal is to maintain the appropriate balance and the tension on the rope.

5. To experience dysfunctional balance, have one or more family members suddenly sit down while holding on to the rope, letting go of the rope, or pulling much harder. Notice the changes and adjustments the others must make to reestablish balance. Maintain this struggle for a while. What do you notice and experience?

FAMILY PATTERNS

UNIT II

JOB SHEET 4--FAMILY PURSUIT

Materials, equipment, and preparation:

1. Trivial Pursuit game board and pieces (This Family Pursuit game is a modified version of Trivial Pursuit™.)
2. Questions will be used randomly.
3. Cut up the questions into "cards."
4. Divide the class into four teams.

Rules of Play:

1. The team with the highest roll of the die goes first.
2. Members of each team take turns representing the team.
3. When it is a team's turn, a member of the team rolls the die and moves the game piece the number of spaces indicated on the die. The player may move in any direction from the center.
4. The team member then picks a card.
5. If the player answers the question correctly, he/she earns a pie piece (any color). If he/she answers incorrectly, the play passes to the left.
6. The game ends when a team earns all the different colors of pies, i.e., it answers six questions correctly.

FAMILY PURSUIT QUESTIONS

1. How many generations occupy the same residence in an extended family? Three or more	2. In comparison to past history, are there more or fewer extended families today? Fewer
3. Why has the number of extended families decreased? Because of the mobility of our society	4. Is it likely that the number of extended families may increase in the future? Yes
5. What is one of the factors that may make it more likely that the number of extended families will increase in the future? Grandparents retiring earlier, grandparents living longer, increased shortages in natural resources in our society, or increase in dual income families	6. When individuals who do not live close to their relatives desire the relationships of the extended family, what can they do? Create a support system with friends and neighbors
7. How could having relatives (e.g., grandparents) living with you be a benefit to working parents? The relatives could provide child care.	8. Has the number of nuclear families increased or decreased in the past 10 years? Decreased

9. What percent of the total number of families were nuclear families in 1987?

79%

10. Is the nuclear family pattern regarded as the norm in our society?

Yes

11. Compared to the nuclear family pattern, how have other family patterns been seen?

As deviant

12. What is the myth of the nuclear family?

That it is good and successful and can take care of everything by itself

13. Does the nuclear family have day-to-day problems to contend with?

Yes

14. How have families regarded as deviant because they are different from the nuclear family dealt with that stigma?

Formed support groups

15. Do nuclear family members need support from people other than family members?

Yes

16. Name two factors leading to an increase in the number of single-parent families.

Divorce rate has increased
People are choosing to take on the parenting role without getting married

17. What percentage of all children in the U.S. live in single-parent families?

25%

18. In 1988, what percentage of children in the U.S. lived only with their father?

3%

19. The number of single-parent families increased faster than other family patterns in the past 10 years. True or false?

True

20. Has there been an increase in the number of people who choose to parent without getting married?

Yes

21. What has happened to the stigma attached to the single-parent pattern?

It has become less--as the number of single parent families has increased, society has become more accepting of them.

22. Name one factor affecting the economics of a single-parent family.

Child care or budgeting time

23. Name two advantages of the single-parent pattern.

*Parent may gain stronger sense of self-sufficiency. *Parent may have greater sense of personal effect on his/her children and children on their parent. *Reciprocal and direct encouragement of strengths between parent and child. *Child may be more involved in decision-making.

24. Of recent U.S. marriages, how many are projected to end in divorce?

1 out of 2

25. How many couples divorcing in 1987 had children?

52%

26. In 1990, how many children lived in stepfamilies?

1 out of 6

27. How many stepfamilies are created each year?

500,000

28. Do stepparents have legal status?

No

29. What percent of adoptions are stepparents adopting stepchildren?

33% or 1/3

30. Name two reasons for adopting a child.

Infertility
Concerns about overpopulation and homeless children
Desire to help older or disabled children

31. Name two key factors in developing trust between stepparent and stepchild.

Time
Patience
Communication

32. Which bond needs to be established first: the stepparent-stepchild bond or the couple bond?

The couple bond

33. Name two positive aspects of the stepfamily.

*Children may gain siblings. *Children have the opportunity to meet new people through friends of new siblings. *Both children and adults may gain companionship. *Housekeeping can be divided among more people. *Resources may be pooled efficiently. *All members of the stepfamily can benefit from the blending of unique traditions, values and attitudes. *Children can have more people who care about and love them.

34. What type of family has open communication?

Open family

35. What family type gives emphasis to the individual rather than the family?

Random family

36. Which family has a decision-making hierarchy with one or two people making the decisions?

Closed family

37. What family solves problems by negotiation and group discussion?

Open family

38. Which family has very few family goals, emphasizing the individual's pursuit of a goal instead?

Open family

39. Which family is oriented toward the present, with little reference to past or future?

Random

40. Which family focuses on tradition?

Closed family

41. From the systems perspective, is the family system greater than the sum of all the individuals within the system?

Yes

42. Do boundaries only exist between the subsystems of the family unit?

No, they exist between the family system and other systems

43. What can happen to one member's minor crisis in a dysfunctional family?

It gets blown out of proportion.

44. What is the communication like in a closed family?

Structured, heavily one-way

45. What word describes the relationship between subsystems of a healthy family?

Interdependent

46. Role definitions, communication styles, power structure and what else make up the parts that balance the family system?

(Any one) Boundaries, stability/change or goals

47. What leads to exaggeration of family pattern characteristics and either rigidity or chaos?

Dysfunctional balance

48. Which family type views the world as a playground for adventure?

Random

FAMILY PATTERNS

UNIT II TEST

Part I--Matching: Match the term with the definition.

	DEFINITIONS		TERMS
___ 1.	Three or more generations living under one roof	a.	Extended family
___ 2.	One parent lives with the children and raises them	b.	Nuclear family
___ 3.	Taking care of the needs of another individual	c.	Single-parent family
___ 4.	At least one parent has children from a previous marriage	d.	Stepfamily
___ 5.	A husband, wife and their children make up this family	e.	Parenting
___ 6.	Fostering development of another, not necessarily as a parent	f.	Nurturing
___ 7.	Balance between change and stability with shared power, open communication and group problem-solving	g.	Communal family
___ 8.	Consists of parts that regulate family functioning	h.	Random family
___ 9.	Part of the family system which determines the nature of involvement in decision-making	i.	Open family
___ 10.	Characterized by constant change, with the focus being primarily on the individual within the family	j.	Closed family
___ 11.	Part of the family system regulating access to time, spaces and resources	k.	Stability-change
___ 12.	Emphasis is on the family as a unit; power rests with one or two people	l.	Family system
___ 13.	The need for variety/surprise and consistency/predictability	m.	Boundaries
		n.	Power structure

Part II--Multiple Choice: Circle the correct answer.

14. Which is a parenting role?

    a. Having a baby
    b. Taking foster children into the home
    c. Taking over the care of nieces, nephews, or grandchildren
    d. Adoption
    e. All of the above

15. Which family pattern may be partially re-established in the future to help working parents cope with responsibilities?

    a. Nuclear
    b. Extended
    c. Single-parent
    d. Step

16. Which is a myth associated with the nuclear family?

    a. The number of nuclear families continues to decline.
    b. The nuclear family is considered the norm of "ideal" in American society.
    c. The "good" or "successful" family can take care of everything itself.
    d. This family pattern can be a powerful and enduring unit for parents and children.

17. Which is **not** a positive aspect of stepfamilies?

    a. Children in stepfamilies gain siblings in some situations.
    b. Children and adults may both gain companionship in stepfamilies.
    c. Children may have more people who care about them and love them.
    d. Stepparents have no legal status as parents regardless of how much they love the children and take responsibility for them.

18. Which is **not** a factor contributing to the increase in single-parent families?

    a. There are economic advantages in single-parent families.
    b. More parents are divorcing.
    c. Some unmarried individuals choose to adopt a child.
    d. There is an increase in the number of single-parent families in which the mother or father has never married.

19. Which is **not** a characteristic of an open family?

a. Communication is open.
b. Decisions are made together.
c. All members are interdependent.
d. Emphasis is on individual only.

20. Which is **not** a characteristic of a random family?

a. Decision-making is done by the group.
b. There are no family limits or rules.
c. There is a collection of varied individual styles.
d. Each individual pursues his/her own goals.

21. Which is **not** a characteristic of a closed family?

a. Ideas and rule of the family are determined by parents.
b. Decision-making is hierarchical.
c. There is constant change.
d. Each member is dependent on family traditions and goals.

Part III--True/False: Write "T" before the statement that is true and "F" before the statement that is false.

___ 22. Parenting occurs only between individuals who are related.

___ 23. Parenting is a function of all persons in a society.

___ 24. By 1990, the number of stepfamilies outnumbered nuclear families in the United States.

___ 25. Families provide the training ground for learning to live with other people.

___ 26. Research has shown that single-parents are not as skilled as parents in a nuclear family when raising children.

___ 27. There is only one basic definition of "family."

___ 28. There is no one "ideal" family pattern. Each pattern is viable and has its advantages and disadvantages.

___ 29. Nurturing is the basis for the parenting relationship.

___ 30. All family types can have functional or dysfunctional balance.

___ 31. Open families have a hierarchical power structure.

___ 32. The amount of stability required in a family depends on its need for continuity and predictability.

___ 33. In closed families, communication is structured.

___ 34. The Family Mobile Model stresses the importance of each member of the family working together to balance the family system.

___ 35. In families with diffused boundaries, a minor crisis causes boundaries to be ignored or exaggerated.

Part IV--Short Answer: Write responses to these statements.

36. State two strengths that may be more evident in single-parent families than two-parent families.

(1)

(2)

37. Name one possible strength and one possible weakness of a stepfamily.

(1)

(2)

38. Name four characteristics which describe an open family.

(1)

(2)

(3)

(4)

39. Name four characteristics which describe a random family.

(1)

(2)

(3)

(4)

40. Name four characteristics which describe a closed family.

(1)

(2)

(3)

(4)

41. Name four of the component parts of the system of the family.

(1)

(2)

(3)

(4)

FAMILY PATTERNS

ANSWERS TO UNIT II TEST

Part I:

1-a	2-c	3-e	4-d	5-b	6-f	7-i
8-l	9-n	10-h	11-m	12-j	13-k	

Part II:

14-e	15-b	16-c	17-d	18-a	19-d	20-a
21-c						

Part III:

22-F	23-F	24-T	25-T	26-F	27-F
28-T	29-T	30-T	31-F	32-T	33-T
34-T	35-T				

Part IV:

36. Answers should come from Information Sheet, Section II. C.

37. Answers should come from Information Sheet, Section II. D.

38. Answers should come from Information Sheet, Section IV. A.

39. Answers should come from Information Sheet, Section IV. C.

40. Answers should come from Information Sheet, Section IV. B.

41. Answers should come from Information Sheet, Section V.

Family Living and Parenthood Series
Parenting Module

Developmental Stages in Parenting
Unit III

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
D	D	1					1-8	
D	D, E	2					27,31	
D	D	3	1				11,24,25,29	
D	D	4			1	1	16-21	
D	D	5			1	1	15,22	
D	E	6	2,3		1,2,3,4	1		
D	E	7		1	1,2,3,5,6	1,2	9,14,23	
D	E	8			1,2,5,6	1		
D	E	9			1,5,6	1,3,4	10,26,28	
D	E	10			1	1	13,30	
D	E	11			1	1	12	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to identify the six basic developmental stages in parenting and name some of the concerns and adjustments required of parents at each stage. Competencies will be demonstrated by successful completion of the Assignment and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS RELATING TO THE DEVELOPMENTAL STAGES OF PARENTING AND THEIR DEFINITIONS by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline, RECOGNIZE THAT THE PARENTING ROLE DOES NOT REPLACE OTHER IMPORTANT ROLES by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline and Transparency Master 1, RECOGNIZE THAT IT IS IMPORTANT FOR PARENTS TO UNDERSTAND THE AREAS OF CHILD DEVELOPMENT, COMMUNICATION, AND DISCIPLINE by achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, RECOGNIZE AND ARRANGE IN ORDER THE SIX BASIC DEVELOPMENTAL STAGES IN PARENTING by completing Assignment Sheet 1 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline, IDENTIFY POSSIBLE CONCERNS OF EXPECTANT PARENTS by completing Assignment Sheet 1 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

6. Based on the content outline and Transparency Masters 2 and 3, RECOGNIZE ADJUSTMENTS TO PARENTHOOD by completing Assignment Sheets 1, 2, 3, 4, and Job Sheet 1.

7. Based on the content outline and Handout 1, RECOGNIZE THE CONTINUOUS CHANGES INVOLVED IN PARENTING A PRE-SCHOOLER by completing Assignment Sheets 1, 2, 3, 5, 6 and Job Sheets 1 and 2 and/or achieving 100 percent accuracy on the Unit Test.

8. Based on the content outline, RECOGNIZE DEVELOPMENTAL GOALS AND CONCERNS OF PARENTING ELEMENTARY SCHOOL CHILDREN by completing Assignment Sheets 1, 2, 5, 6 and Job Sheet 1.

9. Based on the content outline, RECOGNIZE SOME OF THE CHALLENGES AND SATISFACTIONS OF PARENTING A TEENAGER by completing Assignment Sheets 1, 5, 6 and Job Sheets 1, 3 and 4 and/or achieving 100 percent accuracy on the Unit Test.

10. Based on the content outline, IDENTIFY COMMON ATTITUDES OF PARENTS REGARDING SEPARATION FROM THEIR ADULT CHILDREN by completing Assignment Sheet 1 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

11. Based on the content outline, RECOGNIZE THAT PARENTS AND ADULT CHILDREN CAN FORM AUTONOMOUS AND CARING RELATIONSHIPS by completing Assignment Sheet 1 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

B. Make Transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet. Suggest that students use the Information Sheet to follow along in the class discussions.

(NOTE: Use transparencies to enhance the information as needed.)

G. Provide students with Handout and Assignment and Job Sheets prior to the activities.

H. For Assignment Sheet 2, arrange with local day care centers, nursery schools, or other settings for students to visit and observe. Emphasize that students must have an appointment before going to visit schools.

I. Suggest that the students use the Assignment and Job Sheets for making notes and/or that they keep a Learning Log during their study of the material in this unit.

J. Provide time for individual and small group work, as well as whole group activities.

K. Plan for and carry out other activities. Include speakers, field trips, demonstrations, films and filmstrips, etc.

L. Give test.

M. Evaluate test responses.

N. Reteach, if necessary.

CONTENT OF UNIT III

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Transparency Masters

1. TM 1--Parental Expectations May Be Unrealistic
2. TM 2--Interaction Among Parenting Role, Marital Relationship, And Development Of The Child
3. TM 3--Time Spent By Newborn Infants In Various Activities

F. Handout

1. HO 1--Ways To Help Children Develop Self-Discipline And Control

G. Assignment Sheets

1. AS 1--Perspectives on Parenting, Part I: Interviews, Part II: Interview Sheet, Part III: Summary Sheet
   (NOTE TO THE TEACHER: Divide the class into five groups. Assign each group parents to interview in one of the developmental stages of parenting. [Section IV] Students should select equal numbers of male and female parents to interview. Contact the parents for the students or ask the students to contact them to set up a time for the interview.)
2. AS 2--Observing Child Development
   (NOTE TO THE TEACHER: Arrange a visit to a day care facility or other setting. Assign each class member three children to observe.)
3. AS 3--Steps In Child Development
   (NOTE TO THE TEACHER: Collect Assignment Sheets. Choose two or three answers to average in class. Have students list all ages given and calculate averages. Make a table on the board with the average class responses and the actual average ages.)
4. AS 4--Techniques My Parent(s) Used
5. AS 5--Discipline
6. AS 6--Communication--Verbal Guidance

H. Answers to Assignment Sheets

I. Job Sheets

1. JS 1--Panel On Parenting

(NOTE TO THE TEACHER: Divide class into six groups. Assign one parenting stage to each group and instruct them to find one or two people to represent that stage on a panel. Arrange a day for the panel to meet. Require each student to bring in at least two questions about each parenting stage. Review the questions. Have several questions of your own to ask in case the discussion lags.)

2. JS 2--Communication Skills--Stacking Blocks
(NOTE TO THE TEACHER: Divide class into groups of three to five. Give each group a blindfold and four to six small cubes. Assign one student to be the parent and one to be the child. The rest will be observers.)
3. JS 3--What Gets In The Way?
(NOTE TO THE TEACHER: Divide class into groups of three or four.)
4. JS 4--Communication Skills--Role Playing

J. Unit Test

K. Answers to Unit Test

RESOURCES

A. Belsky, J. "Early Human Experience: A Family Perspective." Developmental Psychology, 1981.

B. Bergman, J. "Licensing Parents: A New Age of Child-Rearing?" The Futurist, December, 1978.

C. Bigner, J. J. Parent-Child Relations: An Introduction to Parenting. New York, NY: Macmillan, 1985.

D. Duval, E. M. and B. C. Miller. Marriage and Family Development. 6th ed. New York, NY: Harper and Row, 1985.

E. McCall, R. B. "Good Parents Make Good Children. Or Do They?" Parents, June, 1986.

F. Smart, M. S. and R. C. Smart. Infants: Development and Relationships. New York, NY: Macmillan, 1978.

G. Steinberg, Laurence. "Bound to Bicker." Psychology Today, September, 1987.

H. Ventura, J. N. "The Stresses of Parenthood Re-Examined." Family Relations, January 1987.

I. Wise, G. W. and W. M. Murry. "The Empty Nest: The Silent Invasion on Two Fronts." Journal of Home Economics, Spring 1987.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Child development--changes a child experiences as he/she grows from infancy to maturity

B. Communication--exchange of information between individuals

C. Consequence--the logical result of an action

D. Discipline--positive guidance showing a child what he/she should do

E. Expectant parents--people who are about to become parents through birth or adoption

F. Guidance--advice given by a friend or a professional on parenting or educational matters

G. Morale--a general feeling or spirit shared by a group

H. Motivation--an incentive for action

I. Postpartum depression--depression experienced after the birth of a baby

J. Primary caregiver--person, not necessarily a parent, who has the most responsibility for a child

K. Punishment--a method of discouraging behavior in children that does not necessarily encourage correct behavior

L. Sibling rivalry--competition between brother(s) and/or sister(s) in a family

II. Parenting affects relationships in positive and negative ways.

(Objective 2)

A. Positive effects

1. Strengthening ties with family and friends
2. Making friends with other new parents

B. Negative effects

1. New parents have less time to spend with family and friends.
2. New parents often forget other important roles, like husband, wife, son, daughter, friend, brother or sister.
3. Friends and relatives of new parents can feel neglected.

III. Three crucial areas of parenting apply to all the developmental stages: child development, communication and discipline.

(Objective 3; TM 1)

A. Child development

1. Different children will develop differently at each stage and at their own speed.
2. Children continue to develop physically, intellectually, socially and emotionally throughout the stages.
3. Parents should be aware of the normal child development patterns, so that their expectations will not be too high or too low.
4. Parents must keep in mind that each child is an individual and that variation from the pattern is usual.
5. If a parent is concerned about the development of an individual child, he/she should consult a physician or specialist.

B. Communication

1. Communication is very important in all six stages of parenthood.
2. Communication is part of understanding oneself and others.
3. Everyone needs to understand what he/she is feeling, relate those feelings to others, and then try to understand what others think and feel.
4. Communication is vital to maintaining healthy relationships.

C. Discipline

1. Discipline is not punishment.
2. Discipline is helping a child change random behavior into productive, controlled behavior.

3. Punishment emphasizes what a child shouldn't do, whereas discipline is positive guidance emphasizing what a child should do.
4. The goal of positive guidance is eventual self-discipline.
5. Children need to know that they can be in control of themselves, and that they will eventually gain that self-control.
6. The use of logical and natural consequences is beneficial in helping the child learn self-discipline.
    a. Logical consequences follow from the offense. The "punishment fits the crime."
    b. For example, a child who purposely spills milk will clean it up and will not get more.

IV. Parenthood is a developmental process with six basic stages. If each stage is completed successfully, the following stage should go smoothly.

(Objective 4; AS 1; JS 1)

A. Expectant parents

B. New parents

C. Parents of preschool children

D. Parents of elementary school children

E. Parents of teenagers

F. Parents of adults

V. Expectant parents (biological, adoptive or stepparents) go through a period of anticipation and preparation.

(Objective 5; AS 1; JS 1)

A. The developmental goals of this stage revolve around the network of relationships made up of the couple itself, their own parents, and the outside community of parents and children.

B. For young expectant parents this is a time of transition from adolescence into adulthood. However, becoming a parent does not mean one automatically becomes an adult.

C. Pregnancy causes excitement, but it can also present difficulties.

1. The expectant mother may experience some physical difficulties, such as morning sickness, fatigue, and loss of appetite.
2. The expectant mother may experience some emotional or psychological reactions including fear of childbirth and difficulty adjusting to her change in appearance.
3. If the expectant mother must give up a career that is important to her, conflict within the marriage may result.
4. The expectant father may feel left out and unable to share his partner's preoccupation with the physical process of pregnancy or her excitement and/or concern about the pregnancy.
5. For the single expectant parent, this can be a very difficult time.
   a. There may be no one to give her emotional support.
   b. She may receive criticism and disapproval from her parents, friends and employer.

D. Another developmental goal of this stage is maintaining couple motivation and morale.

1. The husband and wife must work to remain intimate, continue their relationship as a couple, and not think of themselves only as soon-to-be parents.
2. A developmental sub-goal of this stage is settling as a married couple.
3. Another developmental sub-goal is sharing responsibilities.

E. Expectant parents may be concerned about their ability to parent, about whether they will be "tied down" forever, about whether both will share equally in parenting responsibilities, and about whether their friends will be supportive, especially in the case of the single expectant parent.

1. Prospective parents need to admit their apprehension and lack of knowledge, and seek support and information.
2. Books and articles are available and informative, and discussions with parents or prospective parents may be even more reassuring.
3. Classes are sometimes available for prospective parents on the birth process and on the parenting role.

VI. New parents need to balance their lives to accommodate many different demands.

(Objective 6; TM 2, 3; AS 1, 2, 3, 4; JS 1)

A. They must maintain their partnership, adult friendships and involvements with the outside world.

B. They must develop a strong bond with their new child.

C. Parents must realize the very strong interaction among the role of being a parent, being part of a marital relationship, and the child's development and behavior. Each affects the other.

D. New responsibilities come with the new child. The developmental goals of this parenting stage require time and these experiences:

1. Good parenting skills
2. Strong bonds with the child and a strong sense of the parental role
3. Shared responsibility and balanced work load between the parents to draw them closer
   a. In the past, new fathers were not expected to make many adjustments other than providing more income.
   b. Today, many men share in all parenting responsibilities; some assume the major caregiver role.
4. Stable roles as husband and wife, as well as parents
5. Maintained morale, motivation, routines, and rituals within the family unit

E. It is important for both fathers and mothers to live out their adulthood, as well as their parenthood.

1. Some parents may feel locked into the roles they assumed as new parents.
2. The primary caregiver may feel isolated at home away from other adults.
3. A working parent may feel tied to the job and left out of the intimacy developing between the child and his/her partner or the child's caregiver.

F. The demands of the infant can cause the parents to be overwhelmed, stressed and extremely fatigued.

1. An event does not have to be negative in order to cause stress.

2. The new parents must meet the costs of having a child. The change in their financial situation can put a strain on them.
3. The new infant will demand most of its parents' time and attention. The new parents must apply skill and organization to managing their time to meet their own and the needs of the infant.
4. New parents must realize that their social life will change after they become parents.
   a. They must consider and accommodate the baby's feeding and sleeping schedules.
   b. Some places are not suitable for an infant.
   c. To go out alone, parents must locate and pay a babysitter.

G. We live in a society that expects new parents to view parenthood romantically, despite the new pressures they are under. This may cause or add to their postpartum depression. Postpartum depression is the feeling of sadness or discouragement following the birth of a child.

1. Both parents undergo drastic changes to their lives. Both partners need nurturing.
2. New fathers need to be supported rather than ridiculed for nurturing their babies.
3. Single parents have added pressures, since they do not have the support of a spouse.

H. New parents may feel the conflict between the reality of parenthood and their idealistic concept of themselves as parents.

1. New parents may set unrealistically high expectations for themselves.
2. New parents may want to be "Super mom" or "Super dad" and never show stress. Some feel they need to do it all--work a forty-hour week outside the home as well as cook, clean, and nurture.
3. New parents may worry about whether they have an "ideal" child.
4. If parents are not knowledgeable about child development, their expectations for their child may be too high or too low.

I. New parents may re-evaluate the parenting they received. They may become more critical of their parents, or they may admire what their parents accomplished.

1. The emotional distance that may have developed between the new parents and their parents during adolescence and early adulthood may disappear as

the two generations now share the new parenting experience.

2. Members of the extended family (grandparents, aunts, uncles) may provide support for the new parents and the child.

J. Parents are always in the process of learning to be parents.

1. Children are constantly growing and changing. So parents must find new ways to relate to them. For example, new parents work to form strong bonds with their children in infancy and then are soon faced with the steps of letting their children go as they become more independent.
2. The ability to cope with these changes depends on many factors.
   a. Parenting knowledge and attitudes
   b. Physical and emotional health of parents and children
   c. Ability to ask for help
   d. Ability to work out ways to share parenting tasks
   e. Ability to create supportive working and living arrangements

VII. The preschool years are a time of continuous change for both the child and the parent.

(Objective 7; HO 1; AS 1, 2, 3, 5, 6; JS 1, 2)

A. Developmental goals for the parents in this stage

1. Meeting their personal developmental needs
2. Helping their children meet their needs
3. Maintaining the marital relationship
4. Maintaining relationships with other adults (especially important for single parents)

B. At this stage it is important for parents to continue meeting their own needs while meeting the needs of their children.

C. Sharing responsibilities with the expanding family gives each parent more time for him/herself.

D. It is a challenge to meet the needs of the preschool child. At this stage, the child is:

1. Going through many changes
2. Developing a sense of autonomy and self-awareness which responsive parents can enhance

3. Establishing an identity as a person separate from his/her parents
   a. The child is testing his/her own original behaviors.
   b. The child will have inconsistencies in behavior.
4. Observing and modeling after the behavior of others (Parents and caregivers must be good role models for the child.)
5. Discovering things about themselves, their families and their environment. Therefore, responsible parents set guidelines and limits.

E. To maintain marital intimacy, the marital relationship must be restructured after the disruption of the addition of children.

F. Preschoolers are developing many new skills and need their parents to help them:

1. Express and control their emotions
2. Relate emotionally to siblings and other people
3. Develop social roles and interact with other people
4. Develop a sense of right and wrong (conscience)
5. Adjust to body functions and control--parents must give them guidance and help them adjust to early childhood physical changes

G. As the preschooler is developing a sense of total family, a new baby may come along.

1. The preschooler may feel his/her parents don't love him/her anymore, and that the new baby is replacing him/her.
2. The preschooler may feel intense jealousy toward the new sibling.
3. Parents need to understand these feelings and help the preschooler adjust to the new sibling.

H. Preschool children will soon be socializing outside of their home environment.

1. Parents must recognize that as a child moves out of the house into backyards, neighborhoods and schools, that they will be only one of many who influence their child.
2. When parents let other people into the child's life, their load becomes lighter. The child will have many people from whom to learn.

I. Parents must determine what beliefs and values they want to transmit to their children.

1. Parents are role models for their children. Children reflect "not what we say, but what we do."
2. The values of one parent may differ from those of the other parent.
3. The values within the family may be slightly or radically different from those the children will meet when playing outside or going to school.

VIII. The elementary school child is becoming more independent and now has his/her own developmental goals.

(Objective 8; AS 1, 2, 5, 6; JS 1)

A. The child can now care for him/herself in many ways, reducing the pressure on the parents.

1. Some parents who felt strongly bound to their younger child may now begin to feel left out of their child's life.
2. Parents can now spend more time in their other adult roles.
   a. They have more time to socialize through community participation.
   b. They must continue to maintain supportive parenting skills.

B. Parents may encourage their children to take advantage of the sports activities and lessons available through school, neighborhood, or community-sponsored organizations.

C. The need to transport the child to outside activities such as swimming, gymnastics and soccer creates new demands on the parents' time.

D. Many families may feel financial relief because they no longer have to pay for a full day of child care. However, many families still must pay for after-school care.

E. When children formally enter the school system, they enter the public world. Not only are they learning reading, writing and mathematics, but they are also learning about themselves, their peers and their family.

1. This transition is a giant step in their movement toward separating from their parents.
2. More and more outsiders and outside ideas become part of the child's life.
   a. Children become more involved with their peer group and want to be accepted by them.

b. Parents are no longer able to monitor all of the child's activities.
c. They are exposed to new ideas and new ways of doing things.
d. Parents may be frustrated sometimes when their values are challenged by their children.
    1) Each time the parent's values are challenged, there is the opportunity to reaffirm them or to change them.
    2) Rethinking values offers parents an excellent opportunity for growth.

F. Elementary school children look to their parents for guidance and approval and have a need for good role models.

1. Although children in this transitional period may act independent from their parents and are influenced to some extent by their peers, they most often base their actions on parental opinions.
2. Parents teach their children how to act responsibly and how to be respectful of others and themselves.
3. Children feel secure when they know what is expected of them. This security is a parent's gift to his/her children.
4. Parental attitudes toward their children's activities influence their support for their children's interests and their enthusiasm in helping them develop their talents.

G. Sometimes parents disagree about how to discipline their children.

1. Parents must be willing to communicate and clarify ideas together in order to work out their differences.
2. Single parents may feel that they have an easier time with disciplining their children because they present only one set of expectations. However, having another adult around to share authority can provide the parent with comfort and support.

H. Parents sometimes find it difficult to separate legitimate encouragement and skill building from asking their children to fulfill their own undeveloped potential or unattained goals.

1. Children sometimes feel they must live up to their parents' or society's standards of the ideal male or female sex role.
2. The parents' own beliefs about appropriate "boy's activities" and "girl's activities" may influence their children's activities.

I. One of the most difficult aspects of being a parent during the middle years is feeling powerless to protect one's children from hurt.

1. Children can learn from their mistakes.
2. Children's mistakes or defeats may not be easily tolerated by a parent who sees those defeats as reflections of the child's future character or the parent's ability.
3. Although it is sometimes difficult for parents to separate themselves emotionally from their child's problems, separation is a necessary step prior to helping the child through his/her difficulties.

J. A developmental goal for this stage is maintaining open and honest communication between all the possible combinations of two people in the family: husband-wife, parent-child and child-child.

1. The emotions of love, sadness and anger can reach extreme levels when one's family is involved.
2. While children bring out the parent's most loving self, they also bring out a parent's rage.
3. Sibling relationships at this time also bring out extreme feelings. Sibling rivalry is present, but also close friendships between siblings are formed.
4. The conflict that parents experience over the difference between what they feel and how they think they ought to feel may cause feelings of guilt and frustration.
5. Family life is full of angry situations.
   a. Parents must recognize that it is common and acceptable to have intense, angry feelings.
   b. Parents must react to their angry feelings without being destructive, especially to their children.
   c. If parents find themselves losing control quite often, they should seek help.

IX. Parenting teenagers can be a strenuous, challenging task.

(Objective 9; AS 1, 5, 6; JS 1, 3, 4)

A. One developmental goal for parents at this stage is to gain an understanding of adolescent issues so that they can understand what their child is going through.

B. The challenge of parenting teenagers is to establish an adult relationship with them, in which there is love and interdependence, while living separate lives.

C. Teenagers are working toward forming their own standards separate from those of their family.

1. They want to feel that they can develop their own standards without their family's influence.
2. Teenagers may at times act like adults who share their parents' values and standards.
3. At times teenagers will suddenly be transformed into sullen or shouting children who act as if their parents were the enemy from whom they must escape.

D. Communication is one of the important developmental goals of this stage.

1. One of the reasons that communicating with teenagers is sometimes hard is that they are experiencing many changing emotions.
2. While parents of teenagers may try to be tolerant of a wide range of behavior, they must not sacrifice their own self-respect or the whole family's need for peace.
   a. Parents must not allow the teenagers to control the emotional tone of the family.
   b. Rules of mutual respect and tolerance must be developed and followed.

E. Maintaining an ethical and moral stance within the family is another developmental goal for parents at this stage.

F. Parents must separate their own self-image and identity from what their teenage children think of them.

1. Some parents may experience difficulty maintaining a strong sense of self-worth when their children challenge them.
2. Even though parents may recognize that their teenager's anger and critical attitude is only a stage in his/her development, it is still difficult to accept the criticism and anger.

G. Teenagers explore behaviors that make them feel independent from adult control.

1. These behaviors are not always positive.
2. One developmental goal of this stage is coping with outside influence.
3. Another developmental goal is dealing with drugs, drinking and sexual issues.
4. Teenagers may try to manipulate their parents by sometimes smoothing the way and other times hindering all attempts at communication.

H. One aspect of the years of parenting teenagers, which makes them both difficult and interesting, is this stage of parenting occurs at the same time that most adults are restructuring their own lives.

1. While teenagers are searching for an identity separate from their parents, parents may be looking closely at where they are going in the years to come.
2. The presence of young, vibrant people who have most of their lives ahead of them may intensify the desire of their parents to rethink their own lives.
   a. Parents of teenagers see their children planning for new careers at a time when they may have reached a plateau in their own careers.
   b. Parents may feel envy as they view the freedom that young adults have for establishing new and different lifestyles and relationships.
   c. Parents who feel they have worked hard to make their children's lives better than their own, may be upset when their children seem to be misusing opportunities or taking them too much for granted.
3. Teenagers may stimulate creative changes in their parents.
   a. The excitement and enthusiasm of young adults may reawaken their parents to the joy of exploring new ideas.
   b. As parents try to help their teenagers, they may re-examine issues and perhaps gain new insights about themselves.
4. The process of rethinking one's life varies somewhat between women and men who have performed more traditional family roles.
   a. For parents who have stayed home to be primary caregivers, or who have worked but still maintained primary responsibility for the family, the chief new movement is toward assuming more responsibilities outside the home.
   b. As the children become more independent, there is often new-found free time to engage in activities which fill one's own needs. Single parents may need this freedom even more if they have not had help with child-rearing responsibilities.
   c. A parent who has not worked outside the home for a long time may find it difficult to re-enter the work force.

1) If he/she imagines him/herself as "only a housespouse," the transition may be even more difficult.

2) Parents need to learn to value the many talents they have been using in their families and communities and use these talents to help them get a job.

d. For parents who have had their work as a primary activity and their family as a secondary one, focus may shift toward more involvement in the home and family.

1) When these parents reach midlife and begin to reassess their priorities, they may question whether they have maintained a proper balance between their home life, leisure life and work life.

2) Parents of teenagers may find they want more involvement with their children instead of just being consulted during a crisis.

3) Parents who try to become close to their adolescent children may feel rejected when their teenagers are drawn away from the family toward outside activities with friends.

I. The shared anxiety of parenting teenagers can lead to increased communication and closeness for a couple, or it can bring disagreements that drive the parents apart.

J. Parents of teenagers may become so involved in their parenting roles that they forget there are other important relationships unrelated to their roles as parents.

K. Parents of teenagers may also find that their own parents begin to depend on them more.

1. When this occurs, parents are considered to be in the "Sandwiched Generation." These are parents who are caregivers to the generation before them and the one after.

2. Sometimes teenagers gain new insights from their grandparents which help in their interactions with their parents.

X. Parents of adult children view their children's separation from them in a variety of ways, which range from feeling that the family is disintegrating to feeling relief and excitement.

(Objective 10; AS 1; JS 1)

A. Most parents have to deal in some way with the emotional vacuum left by the absence of their children. This has been called the "Empty Nest Syndrome."

B. For many parents, the developmental goal of releasing family members requires an opportunity to mourn the separation before they can prepare for a new phase of life.

1. Even though parents feel pride and pleasure in the knowledge that their children are equipped to lead their own lives, they may still feel pain at the separation.
2. Feelings of sadness, which should be recognized as natural and acceptable, may bring charges that the parent is trying to "cling" to his/her child.
3. The departure of children can bring financial relief, which opens up the opportunity for parents to work less or to spend more money on themselves.
4. Many parents experience the feeling of having accomplished at least part of their basic purpose in life when they see their children reach adulthood.
5. This is a time when parents can complete the developmental goals of reallocating responsibilities and affirming life's critical values.

C. For the single parent, the potential for both freedom and loneliness are accentuated when children leave.

D. As the children start their own families, another developmental goal for the parents is to incorporate their new grandchildren into their family.

XI. The years of being parent to an adult, sometimes called midlife, may be difficult and unsettling, but there is enjoyment and a continued fulfilling parent-adult child relationship.

(Objective 11; AS 1; JS 1)

A. Although it is difficult to determine precisely when one becomes the parent of an adult, this is usually the longest parenting stage.

B. This is an opportunity for people to look back over their lives and to decide how they would like to live the second half.

C. One of the most challenging goals for parents of grownups is to establish a relationship with them that affirms autonomy and caring concern on both sides.

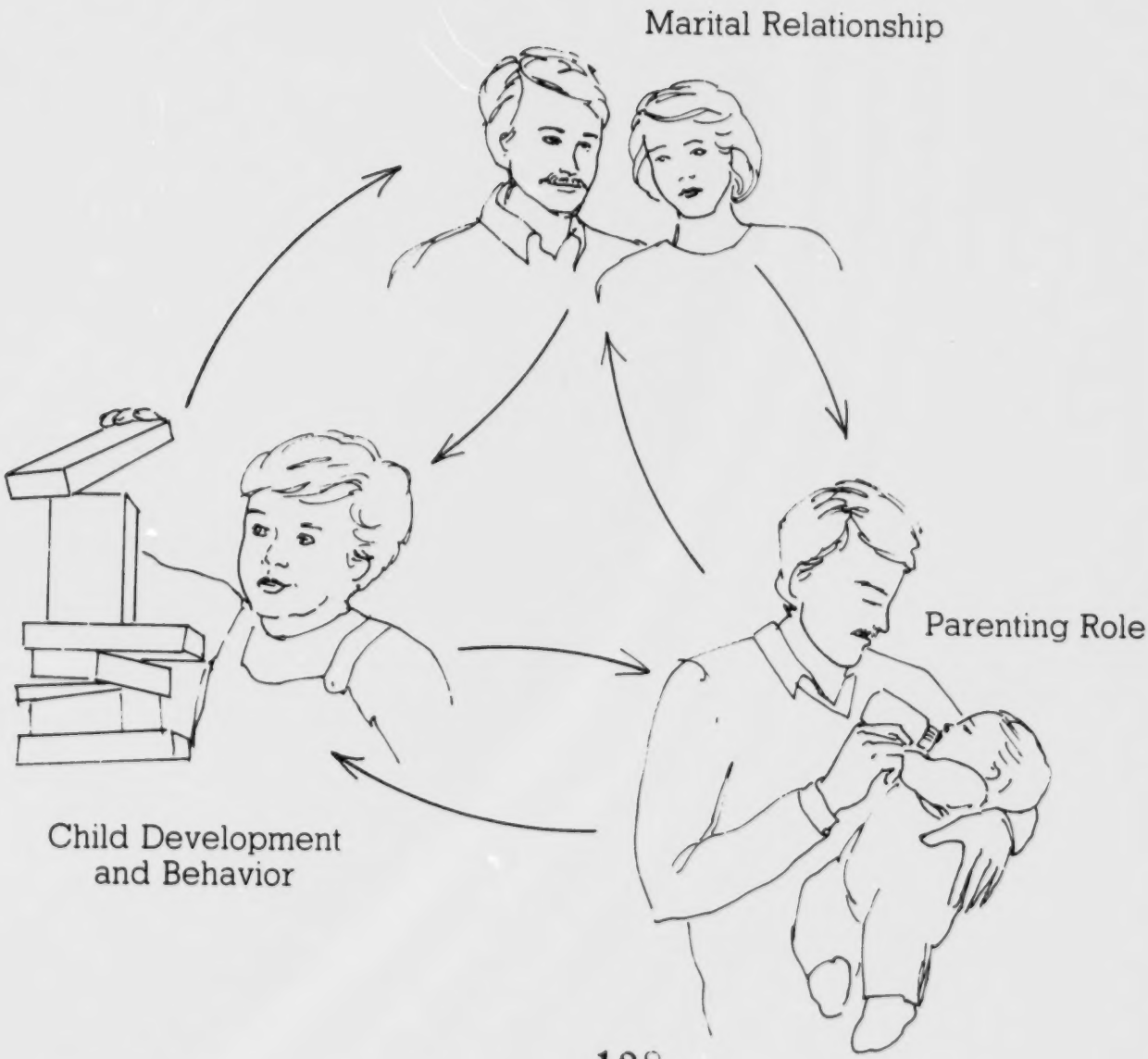
1. Parents must trust their children as adults in order to let them go.
   a. It is sometimes difficult for parents to give up old patterns of protectiveness and guidance.
   b. Most parents cannot help viewing what their grown-up children do, whether positive or negative, as a reflection upon themselves.
2. Our society defines an adult as "someone who can get along without help from his/her parents." This increases the parent's feelings of helplessness and the child's reluctance to ask for advice or assistance.
   a. Some parents feel guilt if their growing children have a problem. They feel that the problem must be their fault somehow.
   b. Some parents feel that they themselves are failures if their children have serious problems.
   c. Parents must recognize that their adult children are separate people and that they, as parents, are no longer responsible for their children's lives.

D. The parent's life after children leave home is influenced profoundly by where he/she is in the life cycle.

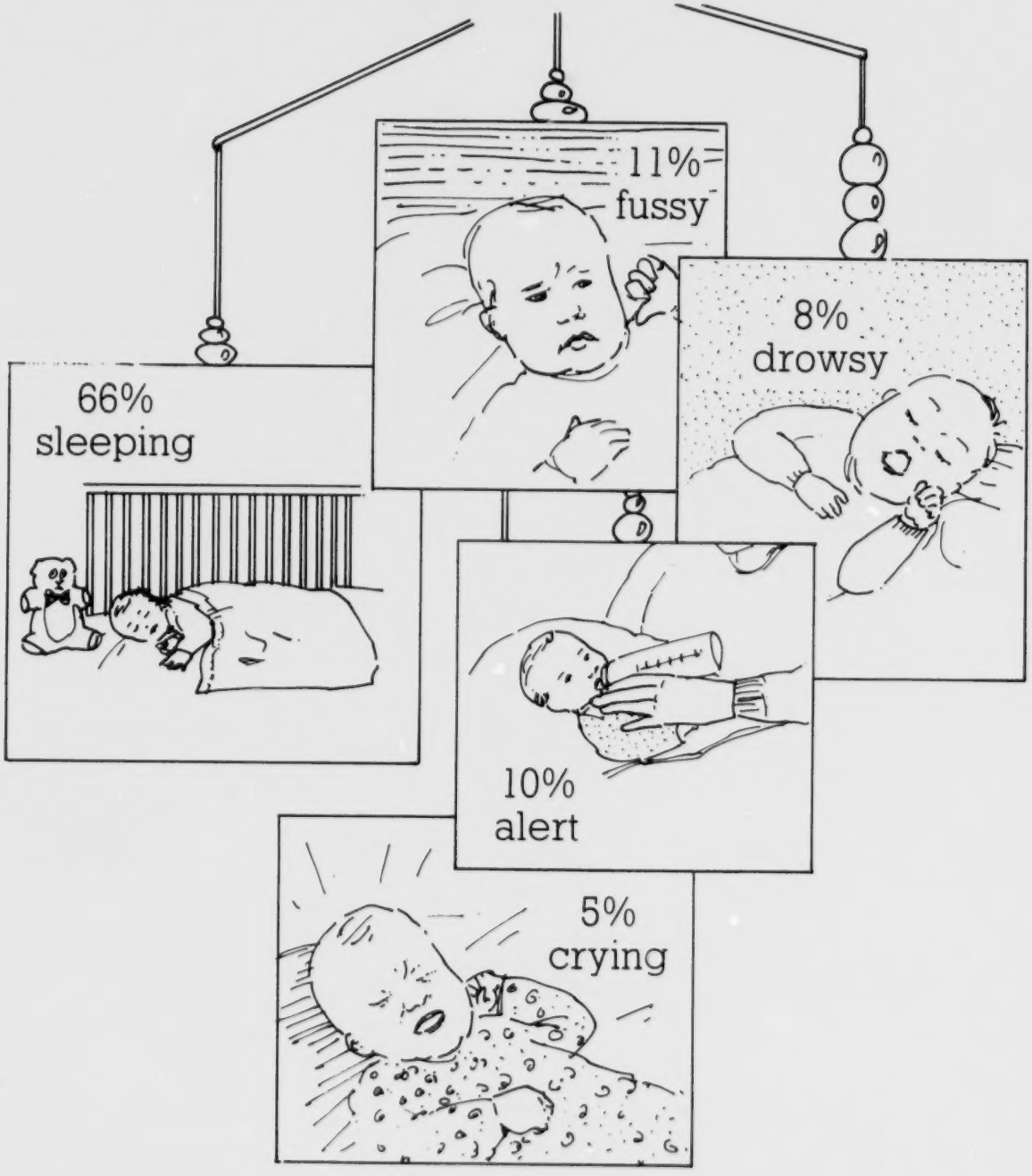
1. Often at this time, the parents of the parents grow old and need care and attention.
   a. When aging parents become dependent and require care, they may become a welcome substitute for the now absent children, or their care may postpone anticipated freedom.
   b. Adult children may learn from this experience of their parents that it is appropriate to care for aging parents.
2. Sometimes a parent at this stage may have to begin caring for a sick or disabled spouse.
3. The balance between dependence and autonomy shifts back and forth among parents and grown children throughout the rest of their lives. Even adults need dependence and independence.
   a. Whenever parents need their children more than they are needed by their children, whether for emotional support or for physical assistance in times of sickness, the situation can be uncomfortable for both sides.
   b. The parent and the adult child may be both a burden to each other and a tremendous source of love and fellowship.

Parental Expectations May Be Unrealistic

Interaction Among Parenting Role, Marital Relationship, And Development Of The Child



Time Spent By Newborn Infants In Various Activities



Source: Berg, W.K., Adkinson, C.D., & Stock, B.D. (1973). Duration and periods of alertness in neonates. **Developmental Psychology, 9**, 434.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

HANDOUT 1--WAYS TO HELP CHILDREN DEVELOP SELF-DISCIPLINE AND CONTROL

1. **Talking and Listening**

   a. Listen to the child talk about feelings and problems
   b. Help the child to think of what to do about the situation
   c. Reflect the child's feelings--repeat to him/her what has been said
   d. Help the child to reason
   e. If a new situation must be met, talk about what to expect
   f. Have serious chats about the importance of behavior
   g. Listen with attention

2. **Helping the Child Do Something About the Matter Him/Herself**

   a. Help the child over an obstacle or hurdle--but do not do it for the child
   b. Help the child right some wrong, such as cleaning up a mess
   c. Show the child how to do something

3. **Preventing Difficulty from Happening in the First Place**

   a. Be consistent about adult expectations
   b. Have reasonable reality and safety limits
   c. Emphasize fun element--children should know they are liked
   d. Plan special activities--no bribes
   e. Participate directly in the activity
   f. Divert the child to something new before something bigger starts
   g. Always try to substitute something for the unacceptable
   h. Change existing situations that do not work
   i. Use signal interference--nonverbal communication

4. **Allowing Reasonable Amounts of Marginal Behavior**

   a. Overlook--work on some behaviors
   b. Give permission for slight deviant activity--allow it to happen
   c. Give children a chance to rebel a little
   d. Allow "age" and "phase typical behavior" to go on

5. **Stopping Behavior**

   a. Prevent a child from hurting or destroying
   b. Prevent a child from losing control
   c. A child needs protection from his/her own impulses; do not regard total permissiveness as an affection symbol

6. **Avoiding Negative Methods**

   a. Do not use physical punishment; pain is not a helpful means of control
   b. Do not resort to threats; fear is a dangerous tool of power
   c. Do not make promises you cannot or will not carry out
   d. Do not encourage competition among siblings
   e. Favoritism does not encourage discipline
   f. Do not use ridicule or sarcasm
   g. Do not withhold love

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 1--PERSPECTIVES ON PARENTING, PART I: INTERVIEWS

Directions:

___ 1. Contact parents to interview and confirm that you will be visiting them at a particular time. Appointment time:_____

___ 2. Conduct the interview using the Interview Sheet to organize the information.

___ 3. Follow-up the interview with a personal note expressing appreciation to the individual(s) you interviewed. Date sent:_____

___ 4. Share information from the interview with class members. Remember that the name of the parent(s) you interviewed must be kept confidential.

___ 5. Summarize the information you learned on the Summary Sheet.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 1--PERSPECTIVES ON PARENTING, PART II: INTERVIEW SHEET

Directions:

The name of the person interviewed must be kept confidential. You may have to modify some of these questions to fit the person you are interviewing.

General Information:

1. How many children do you have and what are their ages?

2. If you are a grandparent, how many grandchildren do you have and what are their ages?

3. Sex of the person being interviewed:
   (Circle) Male Female

4. The person being interviewed is in which developmental stage(s) of parenting? (Circle the ones that apply.)

   1. Expectant parent
   2. New parent
   3. Parent of preschool child
   4. Parent of elementary school child
   5. Parent of teenager
   6. Parent of adult
   7. Single parent

Decision to Parent:

5. Was the decision to become a parent a mutual one for you and/or your partner?

6. Did you ever seriously consider not having children?

Preparation for Parenthood:

7. How did you prepare (or are you preparing) for your role as a parent? (If you adopted the child, was your preparation different than it might have been if you were the child's biological parent? _____ . If yes, how?)

Adjustments to Parenthood:

8. Was parenthood what you expected it to be?

Effects of Parenthood on Personal Life:

9. How has parenthood affected your personal life in terms of your ability to participate in activities that you enjoy?

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 1--PERSPECTIVES ON PARENTING, PART III: SUMMARY SHEET

Directions:

After each member of your group has shared the information from his/her interview sheet, work together as a group to compile the information for this Summary Sheet. Continue your answers on another sheet of paper if more room is needed.

1. Decision to parent--was there a difference between male and female responses? If so, how did they vary?

   Did parents of older children respond differently from parents of younger children? If so, how did they vary?

2. Preparation for parenthood--was there a difference between male and female responses? If so, how did they vary?

   Did parents of older children respond differently from parents of younger children? If so, how did they vary?

3. Adjustments to parenthood--was there a difference between male and female responses? If so, how did they vary?

Did parents of older children respond differently from parents of younger children?

How did the attitudes of grandparents toward their grandchildren vary from those they had toward their children?

4. How parenthood has affected your personal life--was there a difference between male and female responses? If so, how did they vary?

Did parents of older children respond differently from parents of younger children? If so, how did they vary?

5. Do you think that parents of older children forget what it was like when their children were younger?

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 2--OBSERVING CHILD DEVELOPMENT

Directions:

1. Observe children ages infant to eight years in day care center(s) or other setting(s).

2. Observe and report on three children of different ages.

3. Include all pertinent information in your report: child's name and age, the setting, time, number of other children present, etc.

4. Observe each child for twenty minutes and keep a running record of what that child does, including all of his/her interactions with others.

5. Write a short summary of each child's development and a summary of how the three children differ.

6. Write thank-you notes to the parents or the day care teachers that were of assistance.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 3--STEPS IN CHILD DEVELOPMENT

Directions:

Record the age that you think an infant or child can do the listed activities. The point is to see what you believe, so there are no "wrong" answers.

1. _____ an infant can give a social smile (weeks or months)
2. _____ an infant can sit alone
3. _____ an infant can pull up to a standing position
4. _____ an infant can first walk alone
5. _____ a child can be toilet trained
6. _____ an infant can have solid food
7. _____ an infant can speak his/her first words (Mama, Dada)

Directions:

Record average age derived from the class answers in the right column.

	Task	Average Age*	Average from Class Guesses
1.	Social Smile	6 months	_____
2.	Sit Alone	7 months	_____
3.	Pull Up/Stand	12 months	_____
4.	Walk Alone	15 months	_____
5.	Toilet Train	24-30 months	_____
6.	Solid Food	6 months	_____
7.	First Words	11 months	_____

* NOTE: This is an average, which means it is normal for some infants to acquire these skills two to three months earlier or later than the age given.

This assignment sheet is for the student's own use and should not be collected or graded.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 4--TECHNIQUES MY PARENT(S) USED

Directions:

1. Of the parenting techniques used by your parents, list five that you liked and five that you didn't like. Keep this list until the end of the unit.

   Techniques I liked

   (1)

   (2)

   (3)

   (4)

   (5)

   Techniques I didn't like

   (1)

   (2)

   (3)

   (4)

   (5)

2. Near the end of the unit, review what you have written.

   a. For the five techniques which you did not like, write down what you feel you would do differently as a parent.

   b. Use your suggestions to add to class discussion.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 5--DISCIPLINE

Directions:

Read the following situations. After each, state the problem and outline an appropriate discipline strategy.

1. Sam (age 4) and Tom (age 3) are playing outside. Sam takes a toy from Tom and starts to walk away. Tom gets up, runs after Sam, and then pushes him. Sam falls down and scrapes his knee.

2. You lend the family car to your teenage daughter for the evening. When she returns she is very upset and informs you that she has had a small accident. She took her eyes off the road for a minute and hit the curb. Due to the impact, the tire was ruined, the wheel was badly dented and the car could no longer be driven.

3. Your six-year-old son wants to help you make cookies. You let him hold the electric mixer in the dough. He lifts up the mixer and dough flies all over the kitchen.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ASSIGNMENT SHEET 6--COMMUNICATION--VERBAL GUIDANCE

Directions:

Read the following statements that begin with "Don't." Rewrite the statements so that they say the same thing but are positive. Negative: Don't slam the door. Positive: Shut the door gently/quietly.

1. Don't sit on the table.

2. Don't yell in the house.

3. Don't pick your nose.

4. Don't you dare use that tone of voice with me.

5. Don't touch that.

6. Don't stay out past midnight.

7. Don't climb on the furniture.

8. Don't hit your sister/brother.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

Discuss interviews in class.

Assignment Sheet 2:

Answers will vary. Use as the basis for class discussion.

Assignment Sheet 3:

Collect the Assignment Sheets. Choose two or three activities to average in class. Call out the ages (answers) the students have given. Have the students list all the ages given and calculate the averages. Make a table on the board consisting of the average ages from the class responses and then the actual average ages (from the list on pg. 158).

Use as the basis for class discussion.

Assignment Sheet 4:

This Assignment Sheet should be used as the basis for class discussion. Do not collect it. Remind the students to keep what they have written to refer back to later in the unit.

Assignment Sheet 5:

Answers will vary. Look for solutions that are positive.

Assignment Sheet 6:

These are several possible positive statements. Answers will vary.

1. Please sit on a chair. The table was meant to hold dishes, not people.

2. Please go outside when you want to make a lot of noise. Yelling in the house disturbs people.

3. Please use a tissue to blow your nose.

4. Children must speak politely to adults/others.

5. That (item) is very fragile/breakable. It is to look at and not touch.

6. You must be home before midnight.

7. We sit on the chair/couch. Climbing on it will get it dirty and may break it.

8. Solve your problems with your sister/brother by talking to her/him about them. If you need to, get a grown-up to help you.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

JOB SHEET 1--PANEL ON PARENTING

Directions:

1. Write at least two questions about each parenting stage that can be asked of the panel members.

2. Submit your questions to your teacher for approval.

3. On the day of the panel, your approved questions will be returned to you. You may then ask the panel members to answer your questions. Assume personal responsibility to see that a variety of questions are asked and that questions are addressed to all members of the panel.

4. Write a thank-you note to the panel members who participated.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

JOB SHEET 2--COMMUNICATION SKILLS--STACKING BLOCKS

Directions:

1. Put a blindfold on the "child," then place the cubes in front of him/her on a flat, steady surface (desktop, floor, table, etc.).

2. The child's task is to stack the cubes one on top of another with guidance from the parent. The parent's job is to communicate to the child about where to place the cubes. The observer's job is to watch the parent's communication and note what techniques work best.

3. Rotate the roles of parent, child and observer so that each member of the group does all three tasks. As a class, discuss which "communication skills" worked best.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

JOB SHEET 3--WHAT GETS IN THE WAY?

Directions:

In your group, discuss the ways that you and your parents disagree about things that are important to you. Try to determine how differences in information and experiences contribute to your disagreements. Remember to be objective and help one another to view both sides of the disagreements.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III

JOB SHEET 4--COMMUNICATION SKILLS--ROLE PLAYING

Directions:

Act out these situations in front of the class. Change parts and act out the same situation again. When several sets of people have presented the same situation, discuss the differences in parenting approaches.

Situation 1: A parent and his/her teenager are discussing the Saturday night curfew. The teen wants to stay out later than the parent wants him/her to.

Situation 2: It's morning and a mother and father are discussing what they should do about their teenager who came home drunk the preceding night. Then the teen enters.

Situation 3: A guy and a girl have been out on a date. The guy is pressuring the girl to come up to his apartment for a drink.

DEVELOPMENTAL STAGES IN PARENTING

UNIT III TEST

Part I--Matching: Match the term with the definition.

		DEFINITIONS		TERMS
___	1.	Feeling shared by a group	a.	Sibling rivalry
___	2.	Person with the most responsibility for a child	b.	Communication
___	3.	The logical result of an action	c.	Expectant parents
___	4.	Positive guidance showing a child the correct way to act	d.	Morale
___	5.	Competition between brothers and sisters	e.	Child development
___	6.	Incentive for action	f.	Primary caregiver
___	7.	Exchange of information between individuals	g.	Motivation
___	8.	Discouraging a child's behavior in a way that may not give positive guidance	h.	Punishment
			i.	Consequence
			j.	Discipline

Part II--True/False: Write "T" before the statement that is true and "F" before the statement that is false.

___ 9. Preschoolers test their own original behavior; they do not model after anyone.

___ 10. Parents may profit from the opportunity to reaffirm or to change some of their values when they are challenged by their teenage children.

___ 11. Learning to be open and honest about one's feelings within the family is important for both parents and children.

___ 12. Being the parent of an adult is usually the longest stage in the parenting cycle.

___ 13. Signs of disappointment felt by a parent during the period of readjustment after a child leaves home are an indication that the parent is not adjusting well.

___ 14. Parents must adequately meet their own personal needs before they can successfully meet the needs of their preschool child.

___ 15. Once you are a parent, you automatically become an adult.

Part III--Sequencing: List in order the six basic developmental stages in parenting and list one developmental goal for each stage.

	STAGE	GOAL
16.	_____	_____
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____
21.	_____	_____

Part IV--Fill in the blank: Complete the statements by filling in the blanks.

22. Seeking _____ and _____ may lower expectant parents' apprehension and help them become more knowledgeable about parenting.

23. Parents play an important part in the development of their child's beliefs, values, and behavior. Children reflect "not what parents say but what they do." Parents, therefore, are _____ _____ for their children.

24. Making the "punishment fit the crime" is the thought behind _____ and _____ consequences.

25. Three crucial areas which parents need to be aware of are _____ _____, _____ and _____.

26. Although it may be difficult to do, maintaining _____ with adolescents is an important developmental goal of the parents with teenagers stage.

Part V--Short Answer: Write your most thoughtful responses to the questions or statements.

27. Why is it important to have an understanding of yourself before you become a parent?

28. Explain the "Sandwiched Generation."

29. Define discipline.

30. Explain the "Empty Nest Syndrome."

31. Is it important to maintain roles other than the parenting role? Explain.

DEVELOPMENTAL STAGES IN PARENTING

ANSWERS TO UNIT III TEST

Part I:

1-d	2-f	3-i	4-j
5-a	6-g	7-b	8-h

Part II:

9-F	10-T	11-T	12-T
13-F	14-T	15-F	

Part III:

16. Expectant Parents

    a. satisfy marital relationship by maintaining motivation and morale
    b. maintain interaction with relatives

17. New Parents

    a. develop good parenting skills
    b. share parenting responsibility and balance work load
    c. maintain good marriage
    d. maintain family morale, motivation, routines and rituals

18. Parents of Preschool Children

    a. meet personal developmental needs
    b. help children develop autonomy, self-awareness, and physical, social, intellectual skills
    c. serve as a positive role model
    d. maintain marriage and other adult relationships

19. Parents of Elementary School Children

    a. maintain appropriate parenting skills
    b. maintain family communication
    c. serve as a role model and teach expectations for behavior
    d. maintain marriage and community relationships
    e. meet personal developmental needs

20. Parents of Teenagers

    a. maintain open communication
    b. understand adolescent issues
    c. develop adult relationship with child
    d. maintain ethical and moral stance in family

e. cope with outside influences and deal with drugs, drinking, and sex issues
f. rethink one's own life path
g. maintain marriage

21. Parents of Adults

a. let go of child
b. complete grief process for "loss" of child
c. establish and maintain interdependent adult relationship with adult-child

Part IV:

22. support and information
23. role models
24. natural and logical
25. child development, communication, and discipline
26. communication

Part V:

27. It is important to know your own strengths and weaknesses, how you tend to respond, what values you want to model/teach your own children, to have adequately met your own developmental needs to this stage, and to be ready to share your time and focus in meeting the needs of a child.

28. The Sandwiched Generation refers to the position of parents who are relating to the nurturing needs of their own aging parents and their dependent teenagers or adult children.

29. Discipline is positive guidance of behavior through informing the child of expectations for behavior and enforcing those expectations through use of natural and logical consequences.

30. The "Empty Nest Syndrome" is the experience of grief by parents whose children have grown up and left home and the adjustment that needs to take place by accepting the grief feelings and refocusing one's energies and expectations on other relationships and changes in the parent-child relationship.

31. Yes. It is important for parents to maintain other roles in order to maintain balance in the family, to be able to provide positive models for other roles for developing children, and to be able to meet one's own developmental goals in life.

Family Living and Parenthood Series
Parenting Module

Crisis and Stress in Families
Unit IV

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
D	I	1					4,5,15	
D	I	2				1	1,18,19	
D	I	3	1,2,3,4			1,2	2,3,11,12, 13,16,17,21	
D	I	4	5			1,2	6,14,20	
D	I	5	6	1,2		1,2,3	7,8,22	
D	I	6				1,4	9,10,23	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

CRISIS AND STRESS IN FAMILIES

UNIT IV

UNIT OBJECTIVE

Upon completion of this unit, the student should be able to understand some of the sociological factors that can lead to stress between parents and children and be able to identify family crisis situations and factors that can cause these situations. Competencies will be demonstrated by successful completion of the Job Sheets and by achieving an overall score of at least 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH WORDS RELATING TO CRISIS AND STRESS IN FAMILIES AND THEIR DEFINITIONS by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline, IDENTIFY SOCIOLOGICAL FACTORS THAT AFFECT FAMILY RELATIONSHIPS by completing Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline and Transparency Masters 1, 2, 3, and 4, IDENTIFY SPECIFIC CRISIS SITUATIONS IN FAMILIES by completing Job Sheets 1 and 2 and/or achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, Transparency Master 5, RECOGNIZE THAT KNOWLEDGE ABOUT FAMILY CRISIS HELPS PREVENT CRISIS SITUATIONS by completing Job Sheets 1 and 2 and/or achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline 6, Handouts 1 and 2, RECOGNIZE THAT STATISTICS REVEAL THE SCOPE OF FAMILY CRISIS SITUATIONS by completing Job Sheets 1, 2 and 3 and/or achieving 100 percent accuracy on the Unit Test.

6. Based on the content outline, IDENTIFY POSITIVE AND NEGATIVE METHODS OF COPING WITH CRISIS SITUATIONS by completing Job Sheets 1 and 4 and/or achieving 100 percent accuracy on the Unit Test.

CRISIS AND STRESS IN FAMILIES

UNIT IV

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit. Order films and have magazines and newspapers available for student use. Possible resource people include doctors, family counselors and legislators.

B. Make Transparencies.

C. Provide students with Objective Sheet.

D. Discuss Unit and Specific Objectives.

E. Provide students with Information Sheet.

F. Discuss the Information Sheet. Suggest that students use the Information Sheet to follow along in the class discussions.

(NOTE: Use transparencies to enhance the information as needed.)

1. For more information on the discussion in the Information Sheet, Section III. A. (separation or divorce), see Parenting in Contemporary Society by T. Hamner and P. Turner.

2. For more information on the discussion in the Information Sheet, Section III. E. (the effects of siblings with poor health), see Brothers and Sisters of Retarded Children by F. K. Grossman.

3. When covering the material in the Information Sheet, Section IV. B. (abuse), be sensitive to the possibility that some of your students may live in an abusive situation. This is a good time to show one or more films and to allow time for class discussion.

4. When discussing the material in the Information Sheet, Section IV. C. (abduction), stress the need to warn children about strangers without scaring them of all strangers.

5. The material in the Information Sheet, Section V. E. (adolescent sexual activity) is taken from C. Chiman, "Social and Psychological Research Concerning Adolescent

Child-bearing: 1970-1980." Journal of Marriage and the Family. November 1980. pp. 793-805.

G. Provide students with Handouts and Job Sheets prior to the activities.

H. Suggest that the students use the Job Sheets for making notes and/or that they keep a Learning Log during their study of the material in this unit.

I. Show at least one of the films/filmstrips listed in the Resources section.

J. Provide time for individual and small group work, as well as whole group activities.

K. Plan for and carry out other activities. Include speakers, field trips, demonstrations, films and filmstrips, etc.

L. Give test.

M. Evaluate test responses.

N. Reteach, if necessary.

CONTENT OF UNIT IV

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Transparency Masters

1. TM 1--What Are The Stresses Faced By Divorced Parents?
2. TM 2--What Are Reactions Of Children To Divorce?
3. TM 3--Adapting To A Retarded Child In The Family
4. TM 4--What Are The Concerns Of Children Who Have Handicapped Siblings?
5. TM 5--Factors That Contribute To Parent Stress Which May Result In Child Abuse
6. TM 6--Use Of Drugs By High School Seniors

F. Handouts

1. HO 1--The State Of Children And Families In The 1980's

2. HO 2--The State Of Missouri's Children In The 1980's

G. Job Sheets

1. JS 1--What Is Being Written In Magazines For Families?
2. JS 2--What Makes The News?
3. JS 3--Verifying Information
4. JS 4--Building Support In Families

H. Unit Test

I. Answers to Unit Test

RESOURCES

I. **Books:**

A. Grossman, F. K. Brothers and Sisters of Retarded Children: An Exploratory Study. Syracuse, NY: Syracuse University Press, 1972.

B. Hamner, Tommie and Pauline Turner. Parenting in Contemporary Society. Englewood Cliffs, NJ: Prentice-Hall, 1985.

C. Hart, H. (Ed.). Marriage: For and Against. New York, NY: Hart, 1972.

D. LeMasters, E. Parenting in Modern America. Homewood, IL: Dorsey, 1974.

E. Ryder, Verdene. Parents and Their Children. South Holland, IL: Goodheart-Willcox, 1985.

II. **Articles:**

A. Use of Licit and Illicit Drugs by American High School Seniors, College Students, and other Young Adults: National Trends through 1985. A continuing survey of 16,000 high school seniors annually conducted by the University of Michigan Institute for Social Research under the direction of Dr. Loyd D. Johnston, Dr. Patrick M. O'Malley, and Dr. Jerald G. Bachman, under grants from the National Institute for Drug Abuse, released January 1986.

B. C. Chiman. "Social and Psychological Research Concerning Adolescent Child-bearing: 1970-1980." Journal of Marriage and the Family. November 1980. pp. 793-805.

III. **Course Guide:**

LeRaij, Christy and Frans LeRaij. "Learning About Families." New York: Salvation Army Social Services Department, 1975.

IV. **Mimeographed Material:**

Thornburg, Kathy. "The State of Children and Families in the 1980's" and "The State of Missouri's Children in the 1980's." Child Development Laboratory, College of Home Economics, University of Missouri, Columbia, MO, 1987.

V. **Films:** It is recommended that at least one of these films be shown.

A. "War of the Eggs":

10 minutes, color or B/W. Set in a hospital where the parents and a doctor discuss the child's injuries. Centers on marital conflicts. Order from: Association/Sterling Films, 600 Grand Avenue, Ridgefield, NJ 07657

B. "Fragile: Handle with Care":

20 minutes, color. Three cases of child abuse. Borrow from the Independent Order of Foresters, 100 Border Avenue, Suite B. Solana Beach, CA 92075.

C. "Cipher in the Snow":

24 minutes, color. A young boy dies unexpectedly. A look at his history shows an emotionally abused boy that no one had really given any attention. Order from Brigham Young University, Media Marketing W-STAD, Provo, Utah 84602.

CRISIS AND STRESS IN FAMILIES

UNIT IV

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Abduction--the kidnapping of a person

B. Abuse--non-accidental injury or pattern of injuries for which there is no "reasonable" explanation. Included under "abuse" is non-accidental physical injury, neglect, sexual violence and emotional harm

C. AIDS--Acquired Immune Deficiency Syndrome--disease that inhibits the immune system after HIV infection; transmitted through body fluids (blood, semen, etc.)

D. Apgar scores--a rating system used to evaluate a baby's physical well-being immediately after birth

E. Chronic illness--sickness that is not usually life threatening, but is recurring or ongoing

F. Fetal Alcohol Syndrome--condition found in the fetus and/or newborn as a result of mother's excessive use of alcohol

G. Fetus--term referring to the child while he/she is being carried in the mother's womb

H. HIV--Human Immunodeficiency Virus--infection which is associated with AIDS

I. Insufficient income--less than enough to maintain the family

J. Sexually Transmitted Diseases (STDs)--diseases transmitted through sexual contact, such as herpes, gonorrhea, syphilis and AIDS

K. Siblings--brothers and sisters in a family

L. Substance abuse--use of alcohol or drugs in a harmful way

II. There are sociological factors that affect the ways parents and children relate to each other and make family life subject to potential stresses.

(Objective 2; JS 1)

A. The rate of social change in today's world is much faster than it was when the previous generation was growing up.

B. Today's children do not learn the same things that the previous generation (your parents) learned.

C. There are usually unexpected physiological and psychological differences between parents and children.

D. The realism of adults is often in conflict with the idealism of youth.

E. Parents must compete with many "authorities" as the source of knowledge and wisdom for guiding their children. Among these "authorities" are the school, the child's peers, the media and society.

1. Usually authority figures (police, teachers, etc.) touch only one aspect of a person's life. However, parental authority touches every aspect of the child's life in varying ways and with varying intensities.
2. When parents and children have conflicting standards for what they believe, both the child's and the parent's sense of what is right and what is wrong may be questioned.
3. Because the age at which an adolescent is considered an "adult" is not clearly defined by society, it is difficult to determine when young people should have the responsibility of making their own decisions. Society's definitions of adulthood vary in different situations. For example:
   a. Age to see R rated movies: 17
   b. Age to drive a car: 16
   c. Age to get married: 16 or 18
   d. Age to be drafted: 18
   e. Age to vote: 18
   f. Age to drink alcohol: 21
4. In the small families of today, authority is localized and intensified in one or two adults. When extended families lived together, or at least in the same neighborhood, authority was spread among a larger number of people, possibly including grandparents, aunts, and uncles.

F. Because children may become members of a different social class than that of their parents, parents do not always feel comfortable teaching their children the rules by which they grew up.

G. The "new morality" among America's younger generation has created tension between the generations over sexual issues.

III. Family crisis situations arise from serious and often unexpected events that disrupt normal family life patterns and cause emotional, mental and/or physical strain on family members.

(Objective 3, TM 1, 2, 3, 4; JS 1, 2)

A. Separation or divorce

1. Emotional stress for the parents comes from several sources.
   a. Believed inadequacy as a marriage partner
   b. The realization of living without a marriage partner
   c. Feelings of sadness and regret, even if the marriage was a troubled one
   d. Feelings of failure
   e. Feeling unloved and unwanted
   f. The belief of not being able to establish an emotionally healthy and personally satisfying life again
   g. Feelings of isolation and loneliness
2. Emotional stress for the children also has many sources.
   a. Feeling blame as the cause of the parents' separation or divorce
   b. Being caught in the middle by loving both parents and not wanting to take sides
   c. Feeling "left out" or "different" from peers whose families are "intact"
   e. Having to adjust to new home situations and the emotional responses of both parents
3. Mental stress for the parents has several sources.
   a. The need to make difficult decisions regarding present and future responsibilities
   b. The need to plan for the emotional and financial well-being of self and children
   c. The need to re-enter the job market
   d. The need to retrain in order to get employment that will support the family's needs
   e. The need to balance job responsibilities with home responsibilities

f. The need to provide for day care during working hours
g. Adjusting to the loss of income and possible lowering of the standard of living

4. Mental stress for children also has many sources.
   a. Fears about what may or may not happen and lack of power to change anything
   b. Concern about possible new home and school locations
   c. Trying to concentrate on studies, if in school, when feeling so emotionally fragile
5. Physical stress for the parents, which can bring about physical illness, has many sources.
   a. Having to manage family responsibilities without the assistance of another adult
   b. Having to manage the additional responsibilities of job or education requirements
   c. Using emotional and mental energy to cope with crisis situations
   d. The need to balance work and family responsibilities and still allow time for self
   e. The need to establish a social life
6. Physical stress for the children, which can also lead to physical illness, results from emotional and mental stress factors similar to those affecting parents.
7. Typical reactions of preschoolers to divorce
   a. Fear of abandonment
   b. Intense guilt
   c. Use of denial to help cope
   d. Regression to infantile behaviors
   e. Aggression and acting-out behaviors
   f. Shock, anger and/or depression
8. Typical reactions of school-age children to divorce
   a. Compulsive behavior
   b. Feelings of rejection and abandonment
   c. Painful loyalty conflicts
   d. Demanding and aggressive behavior
   e. Preoccupation with longing for absent parent
   f. Desire for reconciliation
   g. Displacement of anger to teachers, peers and siblings
9. Typical reactions of adolescents to divorce
   a. Feelings of betrayal
   b. Sorrow
   c. Avoidance
   d. Anger toward "other" parent

B. Abuse, violence and neglect

1. Abuse is the non-accidental injury or pattern of injuries for which there is no "reasonable" explanation. Included under "abuse" is nonaccidental physical injury, neglect, sexual violence and emotional abuse.
   a. Physical abuse is the infliction of physical injury upon another person. The abuse may range from strong slaps to repeated beatings.
   b. Physical neglect is the failure of parents to provide adequate food, clothing, shelter, medical care and education for their children.
   c. Sexual abuse is any sexual activity with a child or forcing an adult to engage in sexual activity against his/her will.
   d. Emotional abuse occurs when demands are made on the child or spouse that cannot be met. When the child or spouse fails, he/she is subjected to criticism and humiliation by the abuser.
   e. Emotional neglect is the failure to provide love and affection to the child or spouse. Emotional neglect is difficult to measure and to prove.
2. Estimates of the number of children abused per year range from 500,900 to nearly 3 million.
3. Abuse affects the whole family, not just the person being abused or the abuser.

C. Abduction

1. The child may be abducted by the noncustodial parent. This usually happens when the noncustodial parent feels that he/she has been unfairly deprived of the child by the estranged spouse.
2. The child may be abducted by a stranger. This is less common and the reasons for it vary. The situation is always very frightening to the parents and other family members who cannot understand why this should happen and feel helpless to do anything constructive about it.

D. Insufficient income

1. A parent may work more than one job in order to meet the family's financial needs. This may cause the parent to feel resentful, tired, overburdened and/or incompetent.
2. Unemployment, especially when unexpected, can be devastating.

a. Loss of income may result in the inability to meet financial obligations, reduced savings and drastic changes in life-style.
b. Continued loss of income may even cause the family to lose its home and possessions.

3. Underemployment is working at a job that does not use the skills a person has. People who are underemployed usually make less money than they would if they could find a job using their skills.

E. Poor physical, emotional and/or mental health

1. Abuse of alcohol and other drugs by one or more family members causes stress for the entire family.

a. Alcohol and/or drug abuse increases the likelihood that physical and emotional abuse will also exist within that family.
b. Alcohol and/or drug abuse increases the chance that the family will have financial difficulties.
c. Alcohol and/or drug abuse increases the chance that other family members will also abuse alcohol and/or drugs.

2. Chronic illness of a family member
a. In addition to normal household activities and responsibilities, the sick family member must receive care.
1) It may be necessary to hire a full or part-time caregiver.
2) The sick family member will need to be taken to the doctors, hospital and/or nursing home.
3) Family members may have to find time to visit the sick person in the hospital or nursing home.
b. Even when the family has health insurance, there will be an additional financial burden on the family which causes its own stresses.

3. Terminal illness
4. Children with special needs
a. Parents and siblings are concerned about the child's total well-being including the need for the child to be self-supporting (if possible) as an adult.
b. The financial burden on the family of providing for the child in appropriate medical, educational and social ways is tremendous, even when assistance is available.
c. The ability of the family to adapt to having a retarded child depends on several factors.

1) The more severely retarded the child is, the more difficult it is for the family to adapt.
2) Families with lower socioeconomic status have more difficulty adapting to having a child who needs extensive care. Families with higher socioeconomic status have more difficulty adjusting when the child needs less care.
3) Larger families are less affected than smaller ones.
4) Families may use their religious ideals to deal with a child's handicap.

d. The siblings of handicapped children have extra concerns and worries.

1) They worry about the cause of the sibling's handicap and whether there might also be something wrong with them.
2) They worry about whether their own children might be born with the same handicap.
3) They may be unhappy about the time they must spend with the handicapped sibling and the time that their parents spend with him/her.
4) They are afraid that their friends might make fun of them and/or the sibling.

5. Parents with handicaps also require much time and energy from family members.

F. Unplanned pregnancy

1. Unplanned teenager's pregnancy
   a. If the teenage parents are unmarried, they may have to decide whether they want to get married.
   b. The mother may have to quit school because of her pregnancy.
   c. The teenagers may feel guilty, scared, excited and/or depressed.
   d. Parents of the teenagers may feel betrayed, confused and/or angry.
   e. The teenager's parents may resent having an infant in the home and the added responsibility placed on them.
2. Unplanned adult's pregnancy
   a. Plans for continued education, pursuing a career and/or early retirement may be interrupted.

b. An unplanned pregnancy may cause financial difficulties, including the temporary or permanent loss of one source of family income.
c. Older children may resent the presence of an infant and the time and attention that it requires from their parents.

G. The detention and/or imprisonment of a family member

1. The children and spouse may feel shame, resentment and anger.
2. The imprisonment of a parent may cause a lowering of income for the family.

H. Teenage runaways

1. Parents of teenage runaways may worry about the child's physical well-being.
2. Parents of teenage runaways may suffer from guilt because they do not understand why the child has left or what they did wrong.
3. Parents of teenage runaways may experience anger or depression.

I. Suicide

1. The parents (and siblings and friends) of suicides may suffer from guilt and lack of understanding of what they did wrong.
2. The parents (and siblings and friends) of suicides may be angry that the person has done this.

IV. Knowledge about some of the situations that contribute to family crisis may help to prevent the situation and/or the crisis.

(Objective 4; TM 5; JS 1, 2)

A. Marriages can go astray for many unexpected reasons. However, divorce is more likely to occur when the wrong people marry each other or when people marry each other for the wrong reasons.

1. There are several reasons why the wrong people marry each other.
   a. The couple has great differences in background and personal values.
   b. The partners have a limited awareness of each other's opinions and attitudes, often because during the courtship period each was trying to please the other and avoided arguing when there was a difference of opinion.

2. There are several wrong reasons why people get married.
   a. They have considered only the "romantic" and physical attraction aspects of the relationship.
   b. They did not consider their differences at all, or viewed them as only a minor problem, or expected that one partner would change after the marriage.
   c. One partner had high hopes that the other partner would make it possible for him/her to be "better" or more able.
   d. One or both partners is young and immature and married to get away from his/her own growing-up world without being ready or able to assume the responsibilities of marriage.

B. Family abuse and violence follows particular patterns of behavior in persons. It is a potential threat to a safe and secure marriage and to parenthood.

1. There is a list of prevalent conditions and behaviors among abusive parents.
   a. Most abusing parents are not horrible people. They are usually ordinary people who do not know how to handle stressful situations.
   b. Abuse crosses economic lines and social and ethnic boundaries.
   c. Many parents who abuse their children or spouses were abused when they were children.
   d. Abusers often feel isolated and unable to meet their own emotional needs.
   e. Most abusers have unrealistic expectations of others.
   f. Parents who abuse their children have limited knowledge and understanding of child development.
   g. Parents who abuse their children usually believe that corporal punishment (spanking) is the best way to discipline children.
   h. One parent may be an active abuser while the other parent becomes the passive abuser--the one who remains silent out of shame or fear about the abusing parent's actions.
   i. Siblings of an abused child who are not abused suffer emotional stress due to feelings of guilt (about not being abused themselves), fear (that they may be abused eventually) and embarrassment.
2. There are conditions and behaviors that signal spouse abuse.
   a. Inability to handle stress

b. Unrealistic expectations
c. Previous abuse in a childhood home
d. Immaturity
e. Lack of self-esteem

C. Abduction of a child by a stranger can be prevented when parents and other caregivers are alert and follow precautionary procedures.

1. Parents should know where their children are at all times.
2. Children should not be left alone in the car, store or any other public place.
3. Children should not be permitted to go to another person's home unless the parent knows that home and its family members.
4. Parents should teach their children not to talk to strangers or to get into a stranger's car.
5. Children should know how to use the telephone, know their home telephone number and know how to call the police in an emergency.
6. Children should be told which homes in their neighborhood are "safe" for them to go to in case of an emergency.

D. Abduction of a child by a parent can be most easily prevented when the divorcing parents make mutually satisfactory arrangements for visitation by the non-custodial parent. Sometimes this is not possible.

1. It may be necessary to warn the child of his/her possible danger.
2. The school and/or caregiver should be alerted to the possibility that an abduction attempt might occur.

E. Factors that contribute to misuse of alcohol and other drugs can be found in family conditions as well as in external situations. These factors can be controlled to limit the possibility of drug abuse.

1. Children of parents who drink or use drugs are more likely to become substance abusers than children of parents who do not drink or use drugs.
2. Parents and children must have accurate information about the use and abuse of all drugs.
3. Parents and children should be aware that not all drugs that can be abused are illegal.
4. Parents and children must be able to communicate with each other, so that they can have open and honest discussions about the use and abuse of drugs.

5. Family members must have healthy outlets for stress so that they do not use any kind of drug to alleviate tension.
6. Parents should know the children with whom their children associate.
7. Children should have friends whose values are similar to the ones that are important in their own families.
8. Children who have high self-esteem and who are secure in their own values will not be tempted to do things that they know are dangerous and harmful to themselves.

F. Open and trusting communication between parents and children will greatly lessen the likelihood of teenage pregnancy.

1. Parents must make certain that children have accurate information about human sexuality and reproduction.
2. Families must establish value systems that make it possible for children to make personal decisions without concern about conforming to peer pressure.
3. Parents must help their teenagers, both boys and girls, know that they are responsible for their sexual behavior.
4. Parents must be able to offer sympathetic guidance to their teenagers as they wrestle with decisions regarding relationships with those of the opposite sex.

G. Parents must always work toward creating and maintaining an emotionally healthy home environment.

1. They must make mature and honest appraisals of situations that can become negative influences upon their children.
2. They must provide a base of emotional security for their children so that they can be relevant and helpful when discussing attitudes, opinions, questions and doubts.
3. Parents and children must respect each other.

V. Statistics related to families in crisis are important, especially because each person tends to believe that "it can't happen to me."

(Objective 5; TM 6; HO 1, 2; JS 1, 2, 3)

A. One in every five American children now lives in a female-headed household.

1. Children living in female-headed families in 1985 were more than four times as likely to be poor as those living in other families.
2. The proportion of babies born to unmarried women has increased enormously in the past three decades.
   a. 1.7 percent to 13.4 percent for whites
   b. 16.8 percent to 51 percent among nonwhites

B. An estimated 1.9 million children and adolescents were reported abused and neglected in 1985. There are many more cases that were not known to authorities because they were not reported.

1. Fifty percent of all girls and 10 percent of all boys will be sexually abused by the time they are 18 years old.
2. More than one-third of the children who run away from home each year (the total is between 1.2 million and 1.5 million) run away because of physical or sexual abuse at home.
3. More than 60,000 cases involving abused and neglected children were handled by Missouri's Division of Family Services in 1985. Fewer than 20 percent of the troubled children and their families who needed treatment services received them.

C. Two-thirds of all married women will be beaten by their husbands at least once. One out of every four women will be raped in her lifetime. Women are sometimes raped by their own husbands, although these rapes are seldom reported.

D. In 1984, there were 1.1 million teenage pregnancies in this country. Of these, 44 percent resulted in births, about 40 percent ended in abortion and an estimated 15 percent ended in miscarriage.

1. Teenage pregnancy and child-bearing have serious immediate outcomes as well as long-term effects on both the mother and her child.
   a. Pregnant teenagers are less likely to obtain prenatal care and are more likely to have complications of pregnancy and labor.
   b. Teenagers often have poor nutritional habits; therefore, pregnancy depletes their own nutrition reserves.
   c. Infants born to teens are twice as likely to be of low birth weight and to have poor Apgar scores. These babies are two to three times more likely to die during the first year of life and four times more likely to have neurological deficits and retardation.

d. The formal education of the mother, and often the father, is interrupted and frequently ended as a result of the pregnancy.
e. The economic prospects of teenage parents are very poor.
f. Teenage pregnancy can be the beginning of a pattern of failure. Many teen parents fail to attain their life plans and goals.

2. One out of every seven births in Missouri is to a teenaged mother.

E. Sexually active adolescents, ages 15 to 19, suffer the highest overall rate of sexually transmitted diseases among Americans: gonorrhea, syphilis, herpes, AIDS.

1. By 1990, 1,399 children (under age 13) had died from AIDS. A total of 95,774 deaths have been attributed to AIDS.
2. In 1990, an infected mother had a 30 percent chance of transmitting the disease to the fetus. Babies who continue to test positive for AIDS at 15 months are assumed infected.

F. The Division of Alcohol and Drug Abuse (ADA) has identified a target population of 5,400 alcohol and drug dependent youth, ages 13 to 17 (20 percent of the total prevalence) in need of early intervention services in Missouri.

1. The Division of Alcohol and Drug Abuse estimates that 27,858 children in Missouri are in need of treatment services because they are a part of a substance abuser's family.
2. Each year in Missouri, 38 to 41 babies are born with Fetal Alcohol Syndrome.

G. A quarter of a million (250,000) teenagers try to commit suicide each year, and 10,000 succeed.

1. In Missouri in 1983, suicide was the third leading cause of death among young people, aged 15 to 24.
2. In Missouri in 1983, suicide was a fourth leading cause of death among youth aged 5 to 14.

H. Each year, 90,000 children disappear, snatched by abductors who abuse and sometimes kill their victims. In June 1982, 50,000 children were unaccounted for in this country; 1,000 were among the unnamed, unclaimed dead.

I. The number of working-age people who worked but remained poor was 9.1 million in 1985--an increase of 40 percent over 1979.

1. In 1985, more than 13 million children (more than one out of five) lived in families with incomes below poverty level, up from less than 10 million in 1979.
2. Only 48 percent of white men and 2 percent of black men, between ages 20 and 24, earned enough to support a wife and child above poverty level in 1984.
3. One out of five children in Missouri lives in poverty.
4. The number of children living in poverty in the Midwest has increased by 58 percent from 1979 to 1984.

VI. There are positive and negative ways of coping with family crisis situations. The goal is to keep these situations from becoming so bad that one or more family members cannot function.

(Objective 6; JS 1, 4)

A. Positive ways of coping with crisis

1. Family counselors, doctors, psychiatrists, ministers and teachers can be a professional support system for families.
2. Trusted friends and relatives can also provide a strong support system by themselves or in combination with professionals.

B. Negative ways of coping with crisis

1. "Covering up" or hoping that "it will go away" are unrealistic ways of dealing with trouble. It will probably get worse, not go away.
2. "Putting up a good front" may lead to despair and a situation that is totally out of control.

What Are The Stresses Faced By Divorced Parents?

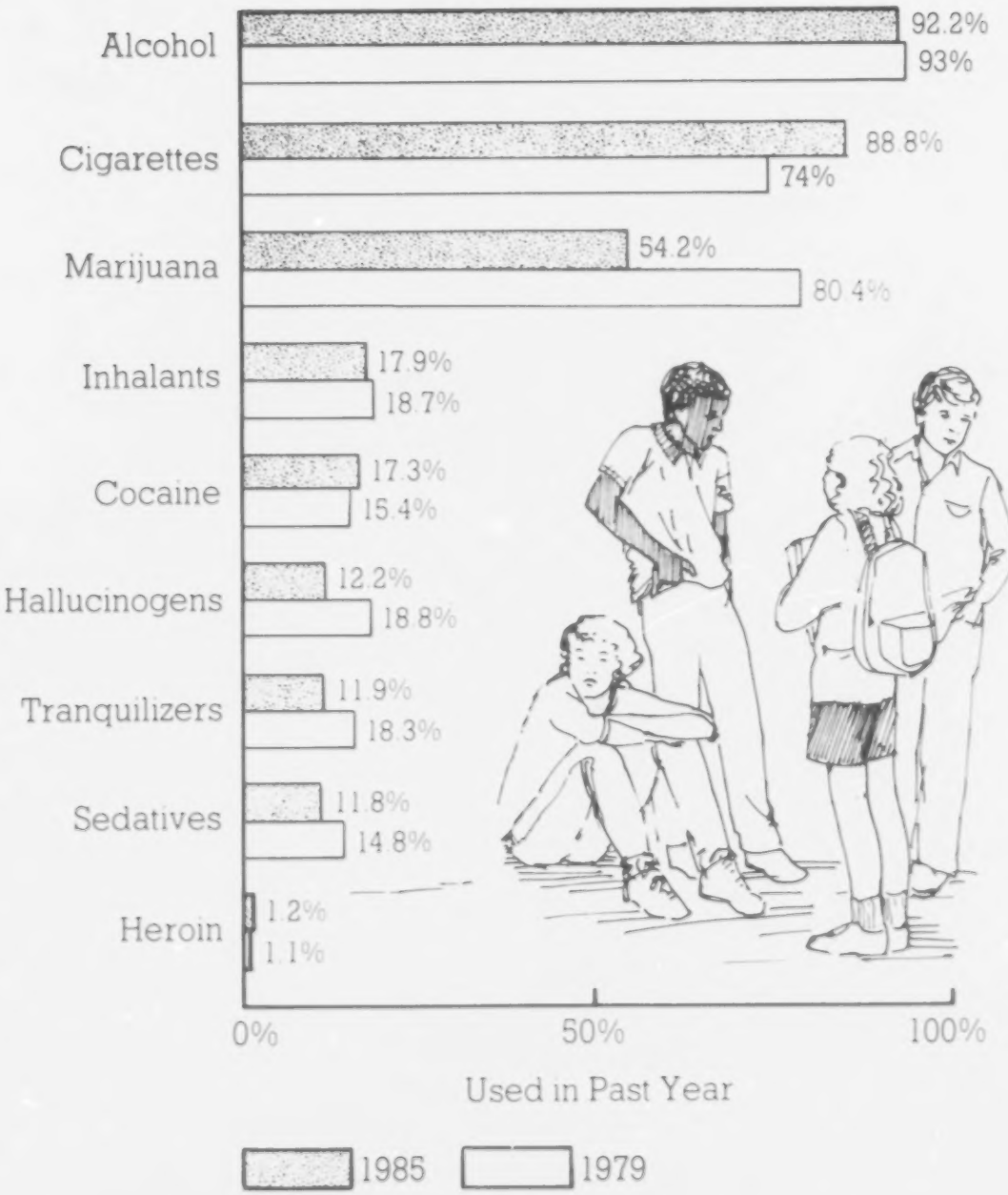
What Are Reactions Of Children To Divorce?

Adapting To A Retarded Child In The Family

What Are The Concerns Of Children Who Have Handicapped Siblings?

Factors That Contribute To Parent Stress Which May Result In Child Abuse

Use Of Drugs By High School Seniors



CRISIS AND STRESS IN FAMILIES

UNIT IV

HANDOUT 1--THE STATE OF CHILDREN AND FAMILIES IN THE 1980'S

Family

1. Eight out of every ten white children live in two-parent families; only four out of ten black children do. (Children's Defense Fund, 1986)

2. One in every five American children now lives in a female-headed household. Children living in female-headed families in 1985 were more than four times as likely to be poor as those living in other families. (CDF, 1987)

3. One black child in four lives with a parent who has never married. Only one white child in 48 lives with a parent who has never married. (CDF, 1986)

4. The proportion of babies born to unmarried women has increased enormously in the past three decades--from 1.7 percent to 13.4 percent for whites, and from 16.8 percent to 51 percent among non-whites. (Columbia Daily Tribune, April 19, 1987)

Poverty

5. In 1985, more than 13 million children (more than one out of every five) lived in families with an income below the poverty line, an increase from fewer than 10 million in 1979. (CDF, 1987)

6. The number of working-age people who worked but remained poor was 9.1 million in 1985--an increase of 40 percent since 1979.

7. Only 48 percent of white men and 27 percent of black men between ages 20 and 24 earned enough to support a wife and one child above poverty in 1984. (CDF, 1987)

8. Thirty percent of the increase in poverty among families with children since 1979 is due to the decline in help from government programs given to remove families from poverty. (CDF, 1987)

9. More young children live in poverty than any other age group. Twenty-five percent of preschool children live in poverty. (Congressional Budget Office, 1984)

10. In 32 states, AFDC benefit levels in July, 1986, were less than 50 percent of the poverty level. Even combined AFDC and food stamp benefits were less than 75 percent of the poverty level in 41 states. (CDF, 1987)

11. About 64 percent, or 7 million, of the roughly 11 million AFDC recipients cannot work because they are children. Approximately 43 percent of them are younger than six. (CDF, 1987)

12. It is estimated that the number of children living in poverty could be reduced by 20 percent nationally if there were full compliance with child support payments. (Children's Budget Coalition, 1987)

Unemployment

13. About one in three Hispanic youths and fewer than one in four black youths were employed in late 1986--roughly half the employment rate of white teenagers. (CDF, 1987)

14. Only 67 percent of America's black children have an employed parent--compared to 86 percent of white children.

Health

15. Health professionals working with low-income children estimate that as many as 80 percent are suffering from one or more untreated medical conditions. (CDF, 1987)

16. Between 34 percent and 45 percent of our preschoolers are not fully immunized against one or more of such basic preventable diseases as measles and diphtheria. (CDF, 1987)

Prenatal Care

17. Nearly one in four American babies is born to a woman who does not receive prenatal care in the early stages of pregnancy. (CDF, 1987)

18. Only 54 percent of all teen mothers began prenatal care in the first three months of pregnancy in 1983. Babies of mothers who receive late or no prenatal care are three times more likely to die in their first year of life than those who receive early care. (CDF, 1986)

19. For every hour that high-quality prenatal services postpone the birth of a premature infant, our society can save $100. (CDF, 1987)

Death Rate

20. Before Medicaid was passed, the death rate among black infants dropped only five percent in fifteen years. In the fifteen years after Medicaid was passed, the death rate dropped fifty percent. (CDF, 1987)

21. A black infant in Chicago is more likely to die in the first year of life than an infant in Cuba or Costa Rica. (CDF, 1986.)

Teenage Pregnancy

22. In 1984, of the 11 million teen pregnancies in this country, 44 percent resulted in births; roughly 40 percent ended in abortion; and an estimated 15 percent ended in miscarriage. (CDF, 1987)

23. Teenagers account for more than one-fourth of the abortions performed in the U.S. each year. (CDF, 1986)

24. More than 300,000 unintended pregnancies could be averted each year if sexually active teens who use contraceptives used them consistently. (CDF, 1987)

25. In 1981, only 54.1 percent of young women and girls who gave birth at age 18 or 19 had completed high school, compared to 84.4 percent who gave birth in their twenties. Among teenage mothers 15 to 17 years old, less than 10 percent had completed high school. (CDF, 1986)

Sexually Transmitted Diseases

26. Sexually active adolescents aged 15-19 suffer the highest overall rate of sexually transmitted diseases among Americans. (CDF, 1987)

27. By 1990, 1,399 children (under age 13) had died from AIDS. A total of 95,774 deaths have been attributed to AIDS. (Center for Disease Control, October 31, 1990)

28. An infected mother had about a 30 percent chance of transmitting the disease to her fetus in 1990. Babies who continue to test positive for AIDS antibodies after 15 months are assumed infected. (AIDS/HIV Information Service)

Runaways

29. The system of more than 400 crisis centers for runaway youths in this country is able to serve adequately only an estimated one-fifth of those in need of shelter and other services. (CDF, 1987)

30. Between 1.2 million and 1.5 million children run away from home each year. A national study revealed that more than a third were running from physical or sexual abuse at home, and 40 percent from other family problems. (CDF, 1987)

Abuse

31. Fifty percent of all girls and ten percent of all boys will be sexually abused by the time they are 18 years old. (Association for Women's Studies, 1984)

32. An estimated 1.9 million children and adolescents were reported abused and neglected in 1985. (CDF, 1987)

33. Two-thirds of all married women will be beaten by their husbands at least once. (AWS, 1984)

Foster Care

34. There are slightly more than 275,000 children in foster care. (CDF, 1987)

35. Fewer than 20 percent of the adolescents in substitute care return to their birth families. Even fewer are likely to be adopted. (CDF, 1987)

Institutional Facilities

36. Even though many of them have committed no crime, 476,000 children and youth are institutionalized or held in adult lock-ups. (Select Committee on Children, Youth and Families, March 1984)

37. Black children are about twice as likely as white children to be living in institutions and are four times more likely to be living in correctional institutions. (CDF, 1986)

Miscellaneous

38. One in seven youths drop out of school. In some communities as many as one in two fails to complete high school. (CDF, 1987)

39. One out of every four women will be raped in her lifetime, according to the FBI. (AWS, 1984)

40. More than 20 percent of the population in shelters for the homeless are children. (USA Today, September 18, 1986)

41. A quarter of a million teenagers try to commit suicide each year. 10,000 succeed. (MS Magazine, November, 1983)

42. An estimated 7.5 million to 9.5 million children in this country are in need of mental health services. Approximately three million of them have serious emotional problems. According to the Congressional Office of Technology Assessment, 70 to 80 percent of them are not getting needed services.

43. Of the more than 44,000 American companies that employ 100 workers or more, only 2,500 provide any form of child care assistance, according to the Congressional Office of Technology.

CRISIS AND STRESS IN FAMILIES

UNIT IV

HANDOUT 2--THE STATE OF MISSOURI'S CHILDREN IN THE 1980'S

Infant Mortality

1. Infant mortality increased to 10.7 percent for the 12 months ending in November 1986. (Children's Budget Coalition [CBC], 1987)

2. Black babies die at twice the rate of white babies in Missouri. (CBC, 1987)

Prenatal Care

3. One in six babies was born to a mother receiving inadequate prenatal care in 1984. (Children's Services Commission [CSC], 1985)

4. In a recent study of Missouri resident births, mothers with inadequate prenatal care delivered low birth weight infants 45 percent more frequently than mothers who received prenatal care. (CBC, 1986)

Teenage Parents

5. One out of every seven births in Missouri is to a teenaged mother. (CBC, 1986)

6. Almost one in 10 of Missouri's AFDC families is headed by a teenaged mother. (CSC, 1985)

Single Parents

7. Of the 1,340,021 children under age 18 in Missouri, 210,991 (14.5 percent) live in single-parent families. (CSC, 1985)

Poverty

8. One out of five of Missouri's children lives in poverty. (CBC, 1987)

9. According to a 1986 study, 16 percent of Missouri's counties (includes St. Louis City) are classified as "Child Poverty Counties." (Select Committee on Children, Youth, and Families, 1986)

10. The Midwestern states have had a 58 percent increase in the number of children living in poverty from 1979 to 1984. (CBC, 1987)

11. The AFDC program provides monthly cash payments to eligible families with dependent children. These payments are based on a need standard (the state's measure of a basic survival budget). Missouri's need standard has not been updated since 1975. (CBC, 1987)

12. Sixty percent of the households eligible do not receive food stamps. (CBC, 1987)

13. Fifty cents is the average amount available for a meal purchased with food stamps. (CBC, 1987)

Health

14. Fifty-five percent of the children eligible do not receive Medicaid. (CBC, 1987)

15. Only one-fifth of the children who are eligible for screening under the Early, Periodic Screening, Diagnosis and Treatment Program are receiving them. (CBC, 1987)

16. About 2,300 children are born with significant handicapping conditions each year in Missouri. (CSC, 1985)

17. One out of five preschool children has not received a complete series of immunizations. (CBC, 1986)

Child Support

18. The Division of Family Services indicates that state courts are collecting only 29 percent of the court ordered child support payments. (CBC, 1987)

Abuse

19. More than 60,000 cases involving abused and neglected children were handled by Missouri's Division of Family Services in 1985. Fewer than 20 percent of the troubled children and their families who needed treatment services received them. (CDF, 1987)

Foster Care

20. Approximately 10,000 children are in foster, residential or institutional placement in Missouri. (CBC, 1987)

Day Care

21. In Missouri nearly 60 percent of all mothers with children under 18 are working outside the home. (CSC, 1985)

22. More than 2,500 poor children in Missouri are on waiting lists for day care. (CBC, 1987)

23. A total of 881 child care centers in Missouri, most church-affiliated, are exempt from state regulation. (Division of Family Services [DFS], 1987)

Education

24. Missouri public schools ranked 35th in the nation for classroom teacher salaries paid in 1984-85. (CSC, 1985)

25. Missouri public schools ranked 38th in the nation for expenditures per ADA (average daily attendance) in 1983-84. (CSC, 1985)

Substance Abuse

26. The Division of Alcohol and Drug Abuse (ADA) estimates that 27,858 children are in need of treatment services because they are a part of a substance abuser's family. (CBC, 1987)

27. The ADA has identified a target population of 5,400 alcohol and drug dependent youth, ages 13 to 17, in need of early intervention services. (CBC, 1987)

28. Thirty-eight to forty-one babies are born each year in Missouri with Fetal Alcohol Syndrome. (CSC, 1985)

29. One hundred seventy-nine children and youth were killed in Missouri from 1981-83 due to automobile accidents caused by drinking drivers. Another 4,781 children and youth were injured. (CSC, 1985)

Psychiatric Care

30. Missouri has 91,350 adults with serious psychiatric disorders. Fifty to seventy-five percent of the children of these adults will develop behavioral or social disorders. (CBC, 1987)

Suicide

31. In Missouri, suicide was the third leading cause of death among teenagers in 1983. (CSC, 1985)

32. Among youth aged 5 to 14, suicide was a fourth leading cause of death in Missouri in 1983. (CSC, 1985)

CRISIS AND STRESS IN FAMILIES

UNIT IV

JOB SHEET 1--WHAT IS BEING WRITTEN IN MAGAZINES FOR FAMILIES?

Directions:

Working in small groups of three or four students, look through the magazines that are available in your school library, those your parents have at home, or those that can be borrowed from others.* Make notes, from the articles that are written for families, about crisis situations and ways to cope with them. Select the ones your group considers to be the best, and try to have them copied for a file for your classroom. Share what you have gained from these readings with the whole class during discussion time.

Suggested Magazines:

Parents Magazine
Family Circle
Redbook
Good Housekeeping
Women's Day
Working Mother
Reader's Digest
Better Homes and Gardens
Psychology Today

* Many physicians' offices subscribe to family magazines. They may be willing to let you borrow current issues or may even give you back issues.

CRISIS AND STRESS IN FAMILIES

UNIT IV

JOB SHEET 2--WHAT MAKES THE NEWS?

Directions:

1. In small groups of three or four students, select a newspaper available to each member of the group. (Various groups should try to select different papers.) For one week, clip out all the news items that relate to family crisis situations.

2. Make a collage of the items on a bulletin board.

3. Share your "crisis events" with your classmates.

This activity will aid in your awareness of family crisis situations in your home, community, state, and the nation. It will lend support to the startling facts you are studying.

CRISIS AND STRESS IN FAMILIES

UNIT IV

JOB SHEET 3--VERIFYING INFORMATION

Directions:

Read Handouts 1 and 2. See how many of the news items that you and your classmate have collected fit into the facts reported in Handouts 1 and 2. Talk about things your community might do to alleviate the stressful conditions and situations affecting families.

CRISIS AND STRESS IN FAMILIES

UNIT IV

JOB SHEET 4--BUILDING SUPPORT IN FAMILIES

Directions:

In small groups, create a "family" with a positive support system. Discuss those factors that sometimes get in the way of building support among family members. Think through ways that each member of the family you created can contribute to the family support system. Be sure to include techniques that individuals can use to protect themselves and their families from their own anger and frustrations (e.g., go for a walk alone when you are angry).

Share the family you created with the class. Compare the ways your "family" supported each other with the ways families created by other groups supported their family members.

CRISIS AND STRESS IN FAMILIES

UNIT IV TEST

Part I--Matching: Match the term with the definition.

	DEFINITIONS	TERMS
____ 1.	The "gap" between parents and children because of the difference in the two generations	a. Abduction
____ 2.	A serious and often unexpected event that results in severe stress in family	b. Abuse
____ 3.	Failure to provide the necessities of life	c. Covering up
____ 4.	Non-accidental injury or pattern of injuries that cannot be "reasonably" explained	d. Crisis situation
____ 5.	Taking a child without the knowledge of the parent or primary caregiver	e. Misinformation
____ 6.	The cause of many teenage pregnancies	f. Neglect
____ 7.	Low birth weight and poor Apgar scores of infants are a result of this	g. Sociological factor
____ 8.	The third leading cause of death among young people, ages 15 to 24, in 1983	h. Suicide
____ 9.	The most important thing that a family can do to alleviate stress and crisis situations in the family	i. Support system
____ 10.	A negative way to cope with family stress and crisis situations	j. Teenage pregnancy

Part II--True/False: Write "T" before the statement that is true and "F" before the statement that is false.

____ 11. Divorce may be the appropriate solution for some couples, but that solution still causes emotional and mental anxieties for both partners.

____ 12. Emotional neglect is a form of child abuse.

____ 13. Abuse of any kind affects the entire family.

____ 14. Most abusing parents are identified easily by their co-workers and/or friends.

____ 15. The Human Immunodeficiency Virus is an infection found in the fetus as a result of the mother's excessive use of alcohol.

____ 16. Siblings of children who are handicapped are not affected by the condition of their brother or sister.

____ 17. Religious beliefs and priorities often help family members to deal with crisis.

____ 18. The "new morality" among America's younger generation has created tension between parents and their children.

____ 19. In all states, youth between the ages of 16 and 18 must have parental permission to get married.

____ 20. Parents are always the best source of information regarding decisions youths must make related to sexual activity and the use of drugs.

Part III--Short Answer: Write brief answers to the following statements.

21. List three situations that would cause a crisis in most families.

1)

2)

3)

22. List three facts about teenage pregnancy and child bearing that have serious outcomes for the mother and/or child.

1)

2)

3)

23. List two or three characteristics of a family that has built a strong support system for its members.

1)

2)

3)

CRISIS AND STRESS IN FAMILIES

ANSWERS TO UNIT IV TEST

Part I:	1-g	2-d	3-f	4-b	5-a
	6-e	7-j	8-h	9-i	10-c

Part II:	11-T	12-T	13-T	14-F	15-F
	16-F	17-T	18-T	19-F	20-F

Part III:

21. Answers should come from the Information Sheet, Section III.

22. Answers should come from the Information Sheet, Section V. D.

23. Answers should come from the Information Sheet, Section VI. A. (with ideas from each student's understanding of a support system).

Family Living and Parenthood Series
Parenting Module

Resources for Parenting
Unit V

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
D	F, C	1					1,2,4,5,8	
D	F	2					9,11	
D	F	3					6,10,12	
D	F	4		1,2	1	1	17	
D	F	5			1	1	3,7,14,16	
D	C	6				2	15	
D	C	7				2	13	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Programs in Missouri, 1987

RESOURCES FOR PARENTING

UNIT V

UNIT OBJECTIVE

Upon completion of this unit, the student should understand the differences between various child care options, be familiar with community and outside resources, and know when to use these resources. Competencies will be demonstrated by successful completion of the Assignment and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH WORDS RELATING TO PARENTING RESOURCES AND THEIR DEFINITIONS by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline, RECOGNIZE THAT ALL FAMILIES NEED ASSISTANCE AT SOME POINT by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline, RECOGNIZE THAT ASKING FOR HELP IS AN IMPORTANT PARENTING SKILL by achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline and Handouts 1 and 2, LIST RESOURCES AVAILABLE TO FAMILIES by completing Assignment Sheet 1 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline, LIST AGENCIES THAT PROVIDE LOW-COST OR FREE SERVICES TO FAMILIES by completing Assignment Sheet 1 and Job Sheet 1 and/or achieving 100 percent accuracy on the Unit Test.

6. Based on the content outline, LIST CHILD CARE OPTIONS by completing Job Sheet 2 and/or achieving 100 percent accuracy on the Unit Test.

7. Based on the content outline, LIST GOOD QUALITIES OF CHILD CARE PROVIDERS by completing Job Sheet 2 and/or achieving 100 percent accuracy on the Unit Test.

RESOURCES FOR PARENTING

UNIT V

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

B. Provide students with Objective Sheet.

C. Discuss Unit and Specific Objectives.

D. Provide students with Information Sheet.

E. Discuss the Information Sheet.

1. For further information on free or low-cost assistance to families, contact the local county office or: The Department of Social Services, Division of Family Services, Broadway State Office Building, Jefferson City, MO 65101.

2. For more information on health services available, check with the local county office or: The Missouri Department of Health, 1738 E. Elm, P.O. Box 570, Jefferson City, MO 65102 (314/751-6001).

3. For more information on WIC, contact the health department, nursing service or public health agency in your community or write to: The Missouri Division of Maternal, Child and Family Health; Special Supplemental Food Program For Women, Infants and Children (WIC); Jefferson City, MO 65102-0570.

F. Provide students with Handouts and Assignment and Job Sheets prior to the activities.

G. Integrate the following activities throughout the teaching of this unit.

1. Organize students into groups of approximately five. Let them discuss the problems that they and their families have had and what they did about them. Did they get help from family members, friends or from professionals? Where did they find help and what kinds of help did they get?

2. As a class, compile a directory of resources in your community. Include housing, food, money, health and medical, educational, legal, counseling, support, crisis,

and day care services. Make a copy for each student in the class to keep for a reference.

3. Take a field trip to a Divorce Court. Assign a short "reaction" paper. Ask each student to express what he/she learned, how he/she felt and what he/she thought about the whole process.

H. Give test.

I. Evaluate test responses.

J. Reteach, if necessary.

CONTENT OF UNIT V

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Handouts

1. HO 1--Additional Resources Available To Families
2. HO 2--Toll Free Numbers

F. Assignment Sheet

1. AS 1--Who Can Help?

G. Answers to Assignment Sheet

H. Job Sheets

1. JS 1--Investigate Community Resources For Parents
   (NOTE TO THE TEACHER: To eliminate duplicate contacts and interviews, have students sign up for interviewees on a master list.)
2. JS 2--Day Care Options
   (NOTE TO THE TEACHER: To eliminate duplication, have students sign up for centers on a master list. If your community has a limited number of centers, you may want to invite one or two caregivers to talk to the class.)

I. Unit Test

J. Answers to Unit Test

RESOURCES

A. Gunderson, M. and J. McCary. "Effects of Sex Education on Sex Information and Sexual Guilt, Attitudes, and Behaviors." Family Relations, 1980.

B. Lauer, J. and R. Lauer. "Marriages Made to Last." Marriage and Family 88/89. Guilford, CT: Dushkin Publishing, 1989.

C. Segal, J. "Life Crisis! The Five Techniques You Need to Survive." Marriage and Family 88/89. Guilford, CT: Dushkin Publishing, 1989.

D. Segal, J. "The Money Side of Marriage." Marriage and Family 88/89. Guilford, CT: Dushkin Publishing, 1989.

E. National Commission on Working Women, Washington, D.C. Child Care Fact Sheet--Working Mothers and Children, 1986.

F. Story, D. "A Longitudinal Study of the Effects of a University Human Sexuality Course on Sexual Attitudes." Journal of Sex Research, 1979.

RESOURCES FOR PARENTING

UNIT V

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Adult Basic Education (ABE)--program that helps adults over 16 improve basic reading, writing and math skills

B. Aid to Families with Dependent Children (AFDC)--financial aid available through DFS

C. Al-A-Teen--national support group for teenage children of alcoholic parents

D. Division of Family Services (DFS)--federal aid program for families in need

E. Medicaid--medical aid available through DFS for families in need

F. Parents Anonymous--national support group for abusive parents

G. Parents as Teachers (PAT)--parent education program that teaches parents how to help their children learn

H. Parents Without Partners--national support group for single parents

I. Planned Parenthood--national organization providing reproductive health care at reasonable, often income-determined costs

J. Referrals--advice from a friend or professional recommending a physician or other service

K. Women, Infants, and Children (WIC)--national health and nutrition program for women, infants and young children

II. Families need assistance.

(Objective 2)

A. It is very hard for any family to make it without assistance from outside sources.

B. Research shows that families who get assistance from outside resources and family education classes seem to cope better than families that do not.

1. Students who attend sex education classes have better attitudes and information about sexual behavior.
2. Families that get help with custody disputes are much less likely to have to go to court to settle their differences.

III. Parents need to learn to ask for help. It is one of the most important skills that they can develop.

(Objective 3)

A. The area in which parents need the most continuous help is with the "everyday" situations of parenting.

B. When parents can talk over day-to-day parenting situations, some crises may be prevented.

C. If problems become too much to solve with the help of family and friends, there are many existing formal resources for help. Among these are therapists, doctors, social service agencies or special problem-oriented organizations such as Parents Anonymous, Parents Without Partners and Al-A-Teen.

D. The degree to which professionals, agencies or institutions can be helpful is increased when parents simultaneously get help from the informal resources of family, friends or local support groups.

1. A therapist can be very supportive, but is not a substitute for a friend.
2. A pediatrician is not the appropriate person to go to with day-to-day questions about parenting.

E. In American society, relatively little energy and money goes into preventive and educational resources for parents.

F. Parents who are not experiencing serious problems may have to wait until there is almost a crisis situation before they can find an appropriate formal resource to which they can turn.

IV. Individuals may need help identifying the proper place to go for help with their problem.

(Objective 4; HO 1, 2; AS 1; JS 1)

A. Ask someone you know and trust what resources they have used with good results.

B. Look for allies. Several people with related needs may get more action than one parent alone.

C. Let your friends help. Ask someone to babysit for you or to go with you when you visit the professional from whom you are seeking assistance.

D. Be open to new sources of information, such as libraries, community bulletin boards, churches, schools, local mental health centers and hot lines.

E. Make contact by calling or going to places where help might be available.

F. Write down everything that is pertinent. List the name of each organization, its phone number and referring individual, the individual with whom you spoke, and what was said.

G. Continue in your efforts to secure help. If you do not immediately find the right resources or the right person to help you, do not give up.

H. If a particular agency or professional is not able to help you, ask for referrals.

I. Don't be intimidated. It can be a sign of strength to reach out for help, just as it is a sign of strength to give help.

V. Many agencies provide low-cost or free services to families.

(Objective 5; AS 1; JS 1)

A. The Division of Family Services (DFS) offers numerous programs for those in need.

1. Medicaid--covers most medical costs for people who get help from one of DFS's other programs. The coverage pays for most in-patient and out-patient hospital services, well-baby checkups, lab services, dental care, and prescription medicines.
2. Aid to Families with Dependent Children (AFDC)--provides for families with children who are not

getting support because one or both parents are absent, disabled or unemployed.

3. General relief is available to needy and medically unemployable adults.
4. Nursing care is for those confined to a care facility.
5. There is aid to the blind who need a supplement to their existing income to meet basic needs.
6. Miscellaneous services
   a. Adoption agencies will handle appropriate services.
   b. Parent stress helplines (crises-counseling 24 hours a day, 7 days a week: 1-800/367-2543).
   c. Child abuse/neglect hotlines (accept confidential reports of child abuse, neglect, or exploitation: 1-800/392-3738).
   d. Alternative care services, for children of parents incapable of caring for them, offer a substitute family setting.
   e. Child care licensing agencies inspect and license child care, child placement and day care facilities.
   f. Children's treatment services help abused or neglected children.
   g. Child support enforcement services locate absent parents and obtain court orders to secure child support or establish the legal status of the parents.
   h. Food stamp services provide food coupons to low-income families.
   i. Food distribution programs locate food listed as surplus by the United States Department of Agriculture (USDA) and distribute it to eligible families.
   j. Donated food programs distribute USDA food to charitable organizations such as nursing homes, day care centers, correctional institutions, hospitals and senior citizens centers.
   k. Community services block grants assist the under-employed with handling emergencies and using their resources effectively.
   l. Refugee assistance programs help refugees adjust, resettle, learn English, develop job skills and become self-supporting.
   m. Low-income home energy assistance helps those in need pay their heating bills.

B. Additional services are available from the Missouri Department of Health.

   1. Maternal nursing programs

2. Child health conferences
3. Pediatric and adult clinics
4. Childhood (birth to 18 years) immunizations (free)
5. Family planning clinics
6. Venereal disease diagnoses and treatments
7. Communicable disease follow-ups and investigations
8. Tuberculosis (TB) screenings and treatments
9. Home visits for referred clients
10. Rural health screening clinics
11. Utility assistance

C. Women, Infants and Children (WIC) is a health and nutrition program for individuals who have special nutritional needs.

1. Eligible applicants
   a. Pregnant women
   b. Women who are breast-feeding
   c. Women with babies under six months of age
   d. Infants
   e. Children under five years of age
2. Additional qualifications
   a. Live in an area that has a WIC program
   b. Have a medical or nutritional risk
   c. Meet income criteria

D. Planned Parenthood is an agency that provides a variety of health care services.

1. Contraceptive care includes all types of birth control information.
2. Health care includes pelvic exam and screening for breast cancer.
3. Pregnancy counseling consists of options such as testing, psychological counseling, prenatal referral, and adoption referral.
4. Services for men include contraceptive supplies, vasectomy services, counseling and aftercare.
5. Education services consist of programs on such topics as reproduction, decision-making, sexually transmitted diseases, gender roles, teenage pregnancy, male sexuality, sexuality in relationships and male involvement in family planning.
6. Laboratory facilities cover tests for cervical cancer, diabetes, high blood pressure, iron deficiency anemia, sexually transmitted diseases and sickle cell anemia.

E. Life Line is a 24-hour confidential phone information service with over 60 reproductive health-related topics. See your telephone book for local numbers.

F. Parents As Teachers (PAT) is a parent education program which provides information and support. It is free for parents with children under three years of age.
   1. Home visit--one hour visit to the parents' home by a parent educator to talk about child development and appropriate toys and activities.
   2. Parent meeting--group meeting one evening per month where parents can discuss things and give and receive support.
   3. Resource library--lending library of books, magazines, articles, journals, and toys.

G. Adult Basic Education is a program to help adults improve their reading, writing, speaking, math and problem-solving skills. It may be used as preparation for the General Educational Development (G.E.D.) test for a certificate of high school equivalence.

H. Adult Education Classes are available from your local area vocational-technical school or adult education institution.

VI. There are child care options available which are alternatives to babysitters or relatives.

(Objective 6; JS 2)

A. Day care--care of a child away from his/her home for any part of the twenty-four hour day, for compensation or otherwise. Day care is a voluntary supplement to parent responsibility for the child's protection, development and supervision. Day care may be given in a day care home or a day care center.

B. Day care home--a family home, occupied as a permanent residence by the day care provider, in which family-like care is given to no more than ten children who are not related to the day care provider, for any part of the twenty-four-hour day.

C. Day care center--a facility other than the provider's permanent residence, or separate from the provider's living quarters, where care is provided for children for any part of the twenty-four-hour day. In Missouri there must be no fewer than one adult per four infants/toddlers and one adult per ten preschool age children.

D. Latch key children--elementary school children who take care of themselves before and/or after school. The name comes from the children who go to school with a house key, often tied on a string and hanging around their

neck, who let themselves into the house after school. In 1986, there were a reported 7 million latch-key children.

VII. Day care providers are used by a large percentage of parents and should be considered carefully, using a checklist of things to look for in a quality day care provider.

(Objective 7; JS 2)

A. As of March, 1986, 62.8 percent of all women with children under 18 years old worked outside the home.

B. Primary child care arrangements for preschool children

1.	Care in another home	40 percent
2.	Care in the child's home	31 percent
3.	Organized child care facility	15 percent
4.	Other arrangements	14 percent

C. Standards of quality licensed day care

1. State law usually requires that group care facilities be licensed.
2. Licensing is designed to protect the health and safety of those who use the facilities.
3. License standards specify space requirements, safety standards, nutritional requirements and adult-child ratios.
4. In Missouri, day care centers in church buildings and state institutions are not required to be licensed.

D. Indications of a high quality environment

1. Children are safe and well-nourished.
2. Children have adequate space.
3. Ample materials and equipment for learning are provided.
4. The staff is trained in child development and early childhood education.
5. There is good planning and organization.
6. Strong links to parents are maintained.

E. Additional points to consider

1. Look for the license and be sure it is current. It should be conspicuously displayed. Question the staff of those centers that choose to be exempted. Although, by law, not all centers must be licensed, they may choose to obtain a license.

2. A good day care facility welcomes visits from parents. Visit several before making a final choice.
3. There are many different approaches to child education. Choose one that will be comfortable for your child based on his/her age, personality and previous experiences.

4. Observe every aspect of the environment when you visit a day care center.
   a. The people: Do the staff members seem to care about the children?
   b. The surroundings: Does it look like a place where children come first?
   c. The children: Do they seem happy, busy, and interested in their play?
   d. The details: Are parents encouraged to ask questions? Are they told they may drop in anytime?

F. Indications of problems at the day care center

1. The child continues to cry each day when taken to the provider, or cries in anticipation.
2. The child begins waking up at night, starts having "accidents," loses his/her appetite, and/or shows little enthusiasm for playing.
3. The child seems generally unhappy and shows evidence of withdrawing from attention.
4. The child becomes very belligerent, abusive, and/or destructive.

RESOURCES FOR PARENTING

UNIT V

HANDOUT 1--ADDITIONAL RESOURCES AVAILABLE TO FAMILIES

Missouri Division of Aging
2701 W. Main, P.O. Box 1337
Jefferson City, MO 65102-1337
(314) 751-3082

Alcoholics Anonymous
Al-Anon
Al-A-Teen
Al-A-Tot

Missouri Division of Alcohol
and Drug Abuse
1706 E. Elm St., P.O. Box 687
Jefferson City, MO 65102
(314) 751-4942

National Council on Alcoholism
601 E. 63rd St., Suite 511
Kansas City, MO 64110
(816) 361-5900

American Anorexia-Bulimia
Association, Inc.
418 E. 76th St.
New York, NY 10021
(212) 734-1114

Autism Society of America
8601 Georgia Ave., Suite 503
Silver Spring, MD 20910
(301) 565-0433

March of Dimes Birth Defects
Foundation (Northern Mo.
Chap.)
1310 Business Hwy. 63 South
Columbia, MO 65201
(314) 449-0573

American Cancer Society
Missouri Division, Inc.
P.O. Box 1066
Jefferson City, MO 65102
(800) 234-4957

National Foundation for
Consumer Credit
8701 Georgia Ave., Suite 507
Silver Spring, MD 20910
(301) 589-5600

National Association for the
Deaf
Public Information Office
814 Thayer Avenue
Silver Spring, MD 20910
(301) 587-6282

American Diabetes Association
Regional Office
206 Austin Ave.
Columbia, MO 65201
(314) 443-8611

Down's Syndrome Association of
St. Louis, Inc.
820 Pebblefield Terrace
Manchester, MO 63021
(314) 961-2504

American Lung Association
1740 Broadway
New York, NY 10010
(212) 315-8700

Parents Anonymous
(See the telephone directory
in your local area.)

Lead Poisoning Control Service
Mo. Division of Health and
Hospitals
P.O. Box 14702
St. Louis, MO 63178
(314) 658-1036

Missouri Department of Mental Health
1706 E. Elm St., P.O. Box 687
Jefferson City, MO 65102
(314) 751-4122

Mo. Division of Mental Retardation/Developmental Disabilities
1706 E. Elm St., P.O. Box 687
Jefferson City, MO 65102
(314) 751-4054

Sickle Cell Anemia Association
777 Bonhomme, Room 1210
St. Louis, MO 63105
(314) 534-6440

Sudden Infant Death Syndrome Clearinghouse
1555 Wilson Blvd, Suite 600
Rosslyn, VA 22209
(800) 247-4370

Venereal Disease Control Center
634 North Grand, 2nd Floor
St. Louis, MO 63103
(314) 658-1025

RESOURCES FOR PARENTING

UNIT V

HANDOUT 2--TOLL FREE NUMBERS

AIDS/HIV Information Service	1-800-342-2437
Child Abuse and Neglect Hotline	1-800-392-3738
Consumer Products Safety Com. (U.S. Gov.)	1-800-638-2772
Division of Family Services	1-800-392-1261
Environmental Protection Agency	1-800-223-0425
Fair Housing & Equal Opportunity Hotline	1-800-424-8590
Food Stamp Information Hotline	1-800-392-1261
National Runaway Switchboard	1-800-621-4000
Parental Stress Hotline	1-800-367-2543
Poison Control Hotline	1-800-366-8888
Runaway/Troubled Youth National Hotline	1-800-231-6946
Sexually Transmitted Disease Hotline	1-800-227-8922

RESOURCES FOR PARENTING

UNIT V

ASSIGNMENT SHEET 1--WHO CAN HELP?

Directions:

Decide where each of these people could go for assistance and what kind of help they would receive. (Handouts 1 and 2 may be helpful.) There are several good answers for each of these.

1. Nancy is a single mother of three children. Her children are 3 years, 16 months and 3 months. She makes $12,000 a year. She needs help with good nutrition and finding day care for her children while she works.

2. Bob and Linda are newly married. They are saving to buy a house, and they do not want Linda to get pregnant. They don't know what kind of contraception to use.

3. Allen and Sue have a child with Down's Syndrome (severe mental retardation). They are having trouble accepting that their child is retarded and coping with his behavior.

4. Robert and Alice have a four-month-old baby girl. Before they had Amy, they thought they knew enough about children to raise her without any trouble. Now they realized that parenting is difficult, and they want some help.

5. Rhonda is a married mother of four. She works full-time and is the Den Mother for her son's Boy Scout Troop. Lately she's been having a hard time sleeping, getting up in the morning and getting her work done. The other day she slapped her four-year-old because he was crying. She's worn out and doesn't know what to do.

RESOURCES FOR PARENTING

UNIT V

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet 1:

Answers will vary. Use as the basis for class discussion.

RESOURCES FOR PARENTING

UNIT V

JOB SHEET 1--INVESTIGATE COMMUNITY RESOURCES FOR PARENTS

Directions:

1. Divide into groups of 3 or 4 students.
2. In your group, select a community resource person to interview.
3. Telephone the director of the community resource selected, requesting an interview appointment.
4. Use the "Community Resources Interview Sheet" (on the reverse) as a guide for the interview. Feel free to ask questions.
5. Conduct the interview. (Give each member of the group a chance to ask a question.)
6. Send a personal note to both the director and the person interviewed expressing appreciation for their time and consideration.
7. Give a report to the class on the information obtained in the interview.

COMMUNITY RESOURCES INTERVIEW SHEET

Title of agency or service:

Name of director:

Name of person interviewed:

1. Description of services which are provided:

2. Who can qualify for these services?

3. What are the costs, if any, for the individual who is seeking assistance?

4. What procedures does a person follow to get assistance from this agency or service?

RESOURCES FOR PARENTING

UNIT V

JOB SHEET 2--DAY CARE OPTIONS

Directions:

1. Divide into small groups. Make arrangements to visit a day care center or family day care home. (No more than two students should visit at one time.)

2. Observe the day care center or home using the Day Care Observation Sheet (on reverse) as a guide. Write down your observations.

3. Discuss your findings with the entire class.

   a. What did your group like about the center or home?

   b. Would you want your own child to go there? Explain your answer.

After all of the findings are reported, list the differences and similarities between centers and homes on the chalk board.

DAY CARE OBSERVATION SHEET

Name: Date and Time of Observation:

Name of program observed:

Age group of children: Type of Program:

1. What are your first impressions of the organization of the program?

2. What is the adult-to-child ratio?

3. What activities are provided for the children?

4. How many different types of materials are available to the children for free play? List and describe.

5. List the outdoor equipment.

6. What was your overall impression of the interaction between staff and children?

7. Briefly describe any direct guidance/discipline you observed. What is your reaction?

8. Did you notice any features of the environment or the children's activities that posed a danger to children or staff? List them.

9. What is your overall impression of this program? Would you send your child, relative or friend here? What did you like best? Least?

10. Attach a copy of the daily schedule.

RESOURCES FOR PARENTING

UNIT V TEST

Part I--Matching: Match the resource/agency with its service.

	SERVICES		RESOURCES/AGENCIES
____ 1.	Supplemental foods	a.	Adult Basic Education
____ 2.	Foster care system	b.	Adult Education
____ 3.	Childhood immunizations	c.	DFS - Division of Family Services
____ 4.	Child development information	d.	Health Department
____ 5.	Preparation for G.E.D.	e.	PAT - Parents As Teachers
____ 6.	Help for depression	f.	Planned Parenthood
____ 7.	Learn a new hobby	g.	Professional Counseling
____ 8.	Contraceptive care	h.	WIC - Women, Infants and Children

Part II--True/False: Write "T" before the statement that is true and "F" before the statement that is false.

____ 9. Families that get help from outside resources and family education classes cope better with problems than those who do not get help.

____ 10. People who get professional help do not need support from a friend.

____ 11. Custody disputes are often settled outside the courtroom through counseling sessions.

____ 12. A pediatrician can provide all the information parents need.

Part III--Multiple Choice: Circle the correct answer.

13. Which type of child care is provided for most preschool children?

    a. Organized care facility
    b. Child goes to work/job with parent
    c. Care in another home
    d. Care in child's home

14. Which service does WIC provide?

    a. Information about birth control
    b. Child abuse investigations
    c. Supplemental foods
    d. Education about appropriate activities for children
    e. Job skill training

Part IV--Short Answer: Discuss solutions to these situations in brief sentences.

15. Don and Patty need to find child care for their three-year-old son while they both work. List three possible options.

    1)

    2)

    3)

16. David thinks he may have a venereal disease, but he is not sure. He is a high school student, and he doesn't have much money. He cannot afford to go to his family doctor and he is afraid to tell his parents. List two places where he could go to find help. What kind of help would he receive?

    1)

    2)

17. List at least five steps that individuals can take to deal more effectively with agencies, institutions, and professionals when they need family assistance.

1)

2)

3)

4)

5)

RESOURCES FOR PARENTING

ANSWERS TO UNIT V TEST

Part I: 1-h 2-c 3-d 4-e 5-a
6-g 7-b 8-f

Part II: 9-T 10-F 11-T 12-F

Part III: 13-c 14-c

Part IV:

15. Answers should come from the Information Sheet, Section VI.

16. Answers should come from the Information Sheet, Section V. B. and D.

17. Answers should come from the Information Sheet, Section IV.

Family Living and Parenthood Series
Parenting Module

The Law and Social Responsibility in Advocating for Families
Unit VI

Cross-Reference Table of Instructional Materials

Competency*	Sub-Competency	Instructional Objective	Transparency Master	Handout	Assignment Sheet	Job Sheet	Test Item	Notes
D	H	1					4,5,8	
D	H	2		1			11	
D	H	3		2	1,2	1,2	3,6,7,13,15, 16,19	
D	H	4				3	1,2,10,12, 14,18	
D	H	5		3		4,5	9,17	

* From Family Living and Parenthood Competency List, Competency-Based Scope and Sequence for Vocational Home Economics Program in Missouri, 1987

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

UNIT OBJECTIVE

Upon completion of this unit, the student should understand that each individual in society contributes to an environment which can be supportive of parents and children. Competencies will be demonstrated by successful completion of the Assignment and Job Sheets and by achieving an overall score of 85 percent on the Unit Test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Based on the content outline, MATCH TERMS AND DEFINITIONS RELATED TO SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES by achieving 100 percent accuracy on the Unit Test.

2. Based on the content outline and Handout 1, RECOGNIZE THE LEGAL RIGHTS OF CHILDREN by achieving 100 percent accuracy on the Unit Test.

3. Based on the content outline and Handout 2, RECOGNIZE THE LEGAL RIGHTS OF PARENTS by completing Assignment Sheets 1, 2, and Job Sheets 1 and 2 and/or achieving 100 percent accuracy on the Unit Test.

4. Based on the content outline, RECOGNIZE SOCIETY'S ATTITUDE TOWARD PARENTING by completing Job Sheet 3 and achieving 100 percent accuracy on the Unit Test.

5. Based on the content outline and Handout 3, EXPLAIN HOW EVERYONE CAN BECOME AN ADVOCATE FOR FAMILIES by completing Job Sheets 4, 5 and achieving 100 percent accuracy on the Unit Test.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

SUGGESTED ACTIVITIES

A. Obtain additional materials and/or invite resource people to supplement/reinforce information provided in this unit.

B. Provide students with Objective Sheet.

C. Discuss Unit and Specific Objectives.

D. Provide students with Information Sheet.

E. Discuss the Information Sheet. Suggest that students use the Information Sheet to follow along in the class discussions.

F. For more information on Section V, child and parent advocacy, see the article written by Edward Zigler and Matia Finn, "From Problem to Solution: Changing Public Policy as It Affects Children and Families," in Young Children, May 1981.

G. Provide students with Handouts and Assignment and Job Sheets prior to the activities.

H. Give test.

I. Evaluate test responses.

J. Reteach, if necessary.

CONTENT OF UNIT VI

A. Cross-Reference Table of Instructional Materials

B. Objective Sheet

C. Suggested Activities

D. Information Sheet

E. Handouts

1. HO 1--Declaration Of The Rights Of The Child
2. HO 2--Missouri State Statute Summaries
   (NOTE TO THE TEACHER: This handout should be used extensively with the information sheet.)
3. HO 3--We Can Influence Our Legislators And Policy Makers

F. Assignment Sheets

1. AS 1--Effects Of Social Systems Upon Families
2. AS 2--Getting To Know You

G. Answers to Assignment Sheets

H. Job Sheets

1. JS 1--The Health And Well-Being Of Our Community (NOTE TO THE TEACHER: Invite a panel of community officials to speak to the class on health, welfare, and social services in your community.)
2. JS 2--An Educational Investment
3. JS 3--What Can One Group Of Students Do?
4. JS 4--We Are The World
5. JS 5--Advocacy Begins With You, Now

I. Unit Test

J. Answers to Unit Test

RESOURCES

I. Books:

A. Doress, Paula Broun. "Society's Impact on Families." Ourselves and Our Children. Edited by The Boston Women's Health Book Collective. New York, NY: Random House, 1978.

B. Fernandez, Happy. The Child Advocacy Handbook. New York, NY: Pilgrim, 1980.

B. Hanna, John Paul. The Complete Layman's Guide To The Law. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1974.

C. Harris, L. Inside America. New York, NY: Vintage, 1987.

D. Perry, John and Erna. Pairing and Parenthood. San Francisco, CA: Canfield Press, 1977.

E. Satir, Virginia. Peoplemaking. Palo Alto, CA: Science and Behavior Books, Inc., 1972.

II. **Articles:**

A. Bronfenbrenner, Urie. "Who Needs Parent Education?" Teachers College Record, May 1978.

B. Zigler, Edward and Matia Finn. "From Problem to Solution: Changing Public Policy as It Affects Children and Families." Young Children, May 1981.

III. **Pamphlets:**

A. Cooperative Extension Service. "Building Better Lives." Pittsfield, MA: Cooperative Extension Service, 1979.

IV. **Kits:**

A. "Parenting." New York: Butterick Publishing, 1976.

B. "Parenting: Fathers, Mothers and Others." New York: J.C. Penney Company, Inc., 1975.

V. **Film:**

A. U.S. Committee for UNICEF. "What Rights Has the Child?" New York, NY: United Nations.

This film uses colorful art from children around the world. The art was collected by UNICEF and is similar to the pictures on their calendars. The fifteen-minute film is narrated by youngsters giving their interpretations of the "Ten Rights of the Child."

Available free from: U.S. Committee for UNICEF, 331 E. 38th, New York, NY 10016.

VI. **Music:**

A. Record or tape of the original performers of "We Are the World."

VII. **Other:**

A. House and Senate bills related to early childhood education.

B. A listing of currently proposed legislation for consideration by the Missouri House and Senate.

THE LAW AND SOCIAL RESPONSIBILITY
IN ADVOCATING FOR FAMILIES

UNIT VI

INFORMATION SHEET

I. Terms and definitions

(Objective 1)

A. Advocacy--supporting laws and regulations that are in the best interest of individuals and groups of people

B. Illiterate--not being able to read or write

C. Poverty--an economic condition that provides less than the amount of income needed for survival

D. Rights--factors that should be guaranteed to ensure a safe, caring, emotional and physical environment in which children and adults can thrive

E. Social institutions--schools, churches, families, etc.

F. Truant--one who is absent from school without permission

G. Child--any person under the age of eighteen years

H. Neglect--failure to provide for care necessary for the well-being of the child

I. Abuse--physical, sexual, or emotional injury inflicted by those responsible for the care of the child

II. The basic human rights of all children were identified in 1959 when the United Nations General Assembly adopted the "The Declaration of the Rights of the Child."

(Objective 2; HO 1)

A. In effect, the United Nations asks that everyone be parents to the world's children.

B. About 80 percent of the world's children live in countries that are unable to feed, house, educate and protect the health of all their children at even minimally adequate levels.

C. Children's rights and related laws.

1. Recent interest in the rights of children can be traced to an obscene phone call made by a 15-year-old boy to a woman in Arizona in 1967.
   a. As a result of this phone call, the boy was brought before the juvenile court.
   b. Proceedings before the juvenile court were considered "rehabilitative and non-criminal" so no records were kept, no charges were specified and no lawyer was provided.
   c. The boy was sentenced to a youth detention center until his 21st birthday--a sentence of six years for a crime that would cost an adult a maximum of two months imprisonment and a $50.00 fine.
   d. The case was appealed to the U.S. Supreme Court which reversed the conviction and held that children in juvenile court proceedings were constitutionally entitled to certain (though not all) due process guarantees previously limited to adults in criminal prosecutions.
   e. Two years later the Supreme Court officially and explicitly declared that children were persons under the constitution and possessed fundamental rights that the state was required to respect.
2. Sources for information:
   a. To request a copy of a Bill:
      1) House: (314) 751-4555
      2) Senate: (314) 751-2966
   b. To find out about the status of a bill, committee hearings, or the calendar:
      1) House: (314) 751-3659
      2) Senate: (314) 751-3824
   c. To get the telephone numbers of your legislators:
      1) House: (314) 751-3659
      2) Senate: (314) 751-3824

III. Families exist within communities. Communities are a part of a complicated network of social institutions, each of which has an effect on all the others.

(Objective 3; HO 2; AS 1, 2; JS 1, 2)

A. The decisions and actions of the society as a whole have direct influences upon individuals and families.

B. What happens in a neighborhood, the larger community, the state, the nation and even the world, has a positive or negative influence on each family.

C. There are several factors, growing out of decisions and actions of a society, that affect families; the factors may be political, sociological, health-related, educational or economic. Some of these factors are highlighted in the following information.

1. Political decisions made by elected and appointed officials (national, state and local) affect and influence families. The way a nation decides to tax and to spend tax money affects individuals and families. For example:
   a. By 1990, the number of children under ten in the United States was projected to reach 36 million, but the United States is one of the few industrialized countries without a comprehensive national day care policy.
   b. Since 1981, the United States has reduced direct federal spending on day care services.
   c. Eighty-eight percent of all respondents to a Louis Harris national poll reported that they wanted the government to provide more day care services for low-income children. Seventy-three percent of these respondents said they would accept a tax increase in order to have more day care.
   d. Thirty-five states spent less for child care in 1985 than in 1981.
   e. Forty-two states do not require any special training for the staff of child care centers. Only 24 states require child development training for directors of child care centers.
   f. All advanced industrial countries except the United States provide free medical services to cover prenatal care, childbirth, and follow-up care for newborn children and their mothers.
      1) Sixty-six countries provide a cash benefit (a family or child allowance) to supplement the income of adults rearing children.
      2) Seventy-five countries have statutory provisions that guarantee a woman's right to:
         a) leave from work for childbirth
         b) protect her job while she is on leave
         c) provide a cash benefit equal to five months' leave on full pay
   g. Elected and appointed officials of government collectively determine the decisions that affect each and every one of us. Therefore, who is elected to represent the citizens of a

community, a state, or a nation is important to all of us.

2. Sociological factors in the community or nation affect and influence families.
   a. The mobility of families influences the family's feelings of security and "belonging."
   b. The aging of the population as well as the birthrate in a community or nation affect families.
   c. Community change affects families
      1) Rural families moving into urban communities
      2) Poor families clustered in inner city, multi-family housing
      3) Rural families in isolated areas
      4) Middle-class families moving into the suburbs
      5) Industries moving away from a particular area
      6) Urban renewal and its effect on low-income housing
      7) Integration of formerly segregated neighborhoods and communities
      8) Cross-town bussing to achieve a racial balance in the schools
   d. Technological advances in business and industry have sociological effects on families.
   e. The increase in the number of working mothers of young children affects a total community and its efforts to care for its citizens.
   f. The growth of population in some parts of the country, due to job-related or retirement-related factors, affects the community and its citizens.
   g. The influx of poverty and homeless people from other countries in the United States affects all families within the communities they settle.
3. The health of the community and nation affects families.
   a. Radiation, the destructive by-product of nuclear technology, does its most devastating work in the developing cells of the young.
   b. Although we think of ourselves as a medically-advanced nation, a greater percentage of American babies die at birth than in 15 other countries. (There are more than 11 deaths per 1,000 live births. The rate for black infants is nearly double.)

c. One child in 6 gets no health care at all. Eighteen million children have never seen a dentist.

d. Over one-third of young children are not immunized against measles, rubella, diphtheria, tetanus or polio.

e. An estimated 7.5 million to 9.5 million children in this country are in need of mental health services. Three million of these children have serious emotional problems. Seventy to 80 percent of these children are not getting the services they need.

f. Health professionals report finding health problems in as many as 80 to 90 percent of the school children they see.

g. In Missouri, infant mortality increased to 10.7 percent for the months ending in November 1986.

h. Missouri has over 91,000 adults with serious psychiatric disorders. Fifty to 75 percent of the children of these adults will develop behavioral or social disorders.

4. The education of a community or nation affects families.

a. A million school-aged children are not enrolled in school.

b. One in seven youths drop out of school. In some communities, as many as one in two fail to complete high school.

c. Up to one-third of the high school students in cities are chronic truants.

d. More than 30 percent of our youths do so badly on skill tests that they would be turned down for enlistment into our armed forces.

e. Thirteen percent of our 17-year-olds, including all racial and ethnic groups, are functionally illiterate.

f. One disabled child in every five is not getting a basic education.

g. Head Start now reaches about 451,000 disadvantaged youngsters, only 16 percent of the 2.5 million children who need its services.

h. The Head Start program has been estimated to save society as much as $7 in later costs for every $1 invested.

i. Only slightly more than 100 of the 15,000 public school systems nationwide provide any sort of child care before or after school hours.

j. In Missouri, over 37,000 children attend 881 child care centers that are exempt from licensing.

k. Five and one-half million children are cared for in family day care settings; yet, 75 to 90 percent of family day care homes are not licensed or registered.

l. The costs of education continue to increase. However, the monies spent on education are the best investment a community or nation can make.

5. The economy is basic to the larger social system and affects families more powerfully than any other influencing factor.

a. The economy of the state, nation and world affects the ability of families to support their children.

b. The amount of money parents earn determines the quality of their family's housing and health care, their children's education, as well as the quantity and quality of all the goods and services that the family uses.

c. The family's values and priorities help determine the quantity and quality of goods and services that the family needs and desires.

d. The costs of raising children has increased greatly over the past years.

e. The proportion of children living in poverty is at the greatest level in over 20 years. For example, there were 1 million more children living in poverty in 1980 than in 1970, and that number is growing.

f. Fifty percent of all families experiencing unemployment receive no federal assistance; nearly 83 percent receive no food stamps; 60 percent receive no unemployment insurance.

g. Parents are legally required to support their minor children. The role of financial provider has become a crucial one for mothers as well as for fathers.

1) Many women work in two-income families to provide needed additional income to support the family.

2) Many women work because they are the sole support of their children.

h. There are nearly six million families with a female as head of household. Nearly half of the black families (reported in the early 1980's) were headed by females.

i. As of 1983, only 76 percent of all families that were supposed to receive child support

received any payment at all. Of those with court-ordered payment, only 40 percent received the full amount due and 32 percent received none of the payment.

j. It is estimated that the number of children living in poverty could be reduced by 20 percent nationally if there were full compliance with child support payments.

IV. Society's attitude toward families and parenting

(Objective 4; JS 3)

A. In the United States the traditional American value of self-reliance, in which each family is regarded as an independent unit, acts as a barrier to providing more support for parents and children.
   1. According to law, liability for child support rests primarily with the father, but the mother is also liable if what the father furnishes is inadequate.
      a. If a father fails to support his children, either the mother or the children can bring a civil action against him.
      b. The state can also bring a criminal action against him for nonsupport.
   2. Visitation rights vary from case to case and are usually decided by the court accordingly, as the situation indicates.

B. Those who need government assistance are usually seen as parents and adults.

C. Often, those in need of assistance have felt the stigma of being tagged a "welfare family."

D. Many American citizens do not understand all of the factors which contribute to the inability of some families to take care of themselves. Many American citizens do not recognize that their behavior and attitudes are a partial cause of the problem.

E. It is the moral and ethical responsibility of the total community of families to find a way to help those who are trying but just cannot manage on their own.

F. Attitudes towards parenting, parents and children can be changed if people put forth the effort.
   1. Schools can be and should be places where children of all ages learn to care for one another and to become active participants in their own communities.
   2. The primary function of the family is still to nurture the next generation. Therefore, all citizens of a community must become informed about the needs of its families.
   3. The members of the community in greatest need of parent education may be those who are nonparents--

those who do not yet, no longer or never will have children. They, too, determine how much the community cares and responds to the needs of families.

G. There are a number of reforms that could ease the stresses on many families--especially the stresses on working parents.

1. Family sick leave would allow workers to provide for ill members of their household. In 1976, for example, a law was passed in Sweden authorizing sick leave for working parents whenever a child was ill, provided that half of the time was taken by the father and half was taken by the mother.
2. Maternity and paternity leave for new parents would allow parents to adjust to the new addition to their family. Paternity leaves are just beginning to receive recognition in the United States from some colleges and universities. However, even when paternity leave is available, the attitudes of employers and co-workers might make fathers reluctant to use it.
   a. A system of paid paternity leave in effect since 1974 in Sweden allows parents seven month's leave after the birth of a child while receiving 95 percent of their pay. If both parents work and both wish to use the leave, they may split the seven months between them.
   b. In France, the cabinet recently approved extending maternity leave from one to two years, with guaranteed reinstatement to one's job.
3. Parents may bring children to work on occasion and when necessary.
4. On-site day care will be available at the workplace. There is less absenteeism and a higher quality of work when young children are cared for at the site of the mother's workplace.
5. Flexible work hours allow both male and female employees to be with children when they are needed at home and not needed at the workplace.
6. An increased number of part-time or shared jobs and upgraded status would allow parents to give more of their time and energy to parenting without sacrificing their opportunities for good jobs and advancement.
7. Shorter workdays will be available as a result of sharing existing jobs in order to employ more people.
8. Quality child care is important for all children of all ages.
   a. A Women's Bureau-Children's Bureau study reported that 18,000 children under the age of

six were "latch-key" children (children who let themselves into the house in the parents' absence).

b. Recent statistics indicate that 1.8 million children, age 3-13, care for themselves while their mothers work.

c. Four percent of children between the ages of three and six care for themselves while their mothers work.

d. In 1982, when almost half of American women with children under 6 years of age were working, there was room for only 467,000 children at publicly supported day care centers in the entire country--not even enough to serve the needs of the working mothers in New York City.

V. Becoming an advocate (supporter) for parents and children is a responsibility that must be shared by all of us.

(Objective 5; HO 3; JS 4, 5)

A. Many Americans tend to be preoccupied with their own children, or with children they know and care about personally. As a nation, we have been unable to translate individual concern for children into concern for all of the nation's children.

1. Families today function in isolation. Because of the nature of family mobility, parents have lost access to the experiences and advice of their own parents and close friends.
2. Families rarely interact with their neighbors.
   a. Family members are so busy.
   b. In many families, both parents are working.
   c. Many children go to a school outside of their neighborhood.
   d. Neighborhood stores have given way to impersonal malls and shopping centers.
3. Children are not known to the members of the community in which they live.
4. Families within a community do not know each other and have little opportunity to know and share concerns and problems.
5. Those who do know about the needs of American families, the professionals and the actual families-in-need, have failed to remind the nation's citizens that the problems of the 1960's are still with us.

B. When some families suffer and are families-at-risk, all families are affected in some way. Therefore, the

employment conditions, health and social services, laws and regulations, etc. that are needed for some families are really needed for all families.

C. Becoming an advocate for all families means:

1. Being informed about the needs of children and parents in one's community.
2. Knowing how candidates for public office set priorities for establishing regulations in the best interests of children and youth.
3. Knowing how candidates for public office set priorities for spending money on the human services needed by all citizens.
4. Supporting those candidates whose positions are those that are in the best interests of all children and families.
5. Lobbying by letter, by telephone and by personal visit so that your Representative and Senator know that you view families as important. Elected officials are most concerned with the issues that interest the voters in their area.
6. Becoming an advocate for children, youth and parents does not have to wait until you are of voting age. Advocacy begins with you, now.

HANDOUT 1--DECLARATION OF THE RIGHTS OF THE CHILD

Declaration Of The Rights Of The Child

The right to *affection, love and understanding.*

The right to *adequate nutrition and medical care.*

The right to *free education.*

The right to *full opportunity for play and recreation.*

The right to *a name and nationality.*

The right to *special care, if handicapped.*

The right to *be the first to receive relief in times of disaster.*

The right to *be a useful member of society and to develop individual abilities.*

The right to *be brought up in a spirit of peace and universal brotherhood.*

The right to *enjoy these rights, regardless of race, color, sex, religion, national or social origin.*

Adopted by the United Nations in 1959.

THE LAW AND SOCIAL RESPONSIBILITY
IN ADVOCATING FOR FAMILIES

UNIT VI

HANDOUT 2--MISSOURI STATE STATUTE SUMMARIES

CHILD ABUSE AND NEGLECT

210.110. 1985. Definitions.

1. Abuse--any physical injury, sexual abuse, or emotional abuse inflicted on a child other than by accidental means by those responsible for his care, custody and control; except that discipline, including spanking, administered in a reasonable manner, shall not be construed to be abuse.

2. Child--any person, regardless of physical or mental condition, under eighteen years of age.

3. Neglect--failure to provide, by those responsible for the care, custody, and control of the child, the proper or necessary support, education as required by law, nutrition or medical, surgical, or any other care necessary for his well-being.

210.104. 1983. After January 1, 1984, children under four years of age riding in a motor vehicle must utilize an approved passenger restraint system.

210.115. 1982. When any person with responsibility for the care of children has reasonable cause to suspect that a child has been or may be subjected to abuse or neglect, he shall immediately report this to the authorities.

210.125. 1982. A police officer, law enforcement official, or a physician who has reasonable cause to suspect that a child is suffering from illness or injury or is in danger of personal harm by reason of his surroundings and that a case of child abuse or neglect exists, may request that the juvenile officer take the child into protective custody.

DAY CARE

210.201. 1982. Definition.

A "Day care home" or "Day nursery" shall be held to mean a house or other place conducted or maintained by any person who advertises or holds himself out as providing care for more than four children during the daytime, for compensation or otherwise, except those operated by a school system or in connection with a business establishment as a convenience for its customers.

CUSTODY AND FOSTER CARE

211.021. 1982. Definitions.

1. Legal custody--the right to the care, custody and control of a child and the duty to provide food, clothing, shelter, ordinary medical care, education, treatment and discipline of a child.

2. Parent--either a natural parent or a parent by adoption and if the child is illegitimate, "parent" means the mother.

3. Shelter care--the temporary care of juveniles in physically unrestricting facilities pending final court disposition. These facilities may include:

   a. Foster home--the private home of foster parents providing twenty-four-hour care to one to three children unrelated to the foster parents by blood, marriage, or adoption.

   b. Group foster home--the private home of foster parents providing twenty-four-hour care to no more than six children unrelated to the foster parents by blood, marriage, or adoption.

   c. Group home--a child care facility which approximates a family setting, provides access to community activities and resources, and provides care to no more than twelve.

452.375. 1984. Definitions--Child custody.

1. Joint legal custody--the parents share the decision-making rights, responsibilities, and authority related to the health, education, and welfare of the child, and, unless allocated, apportioned, or decreed, the parents shall confer with one another in the exercise of decision-making rights, responsibilities, and authority.

2. Joint physical custody--an order awarding each of the parents significant periods of time during which a child resides with or is under the care and supervision of each of the parents. Joint physical custody shall be shared by the parents in such a way as to assure the child of frequent and continuing contact with both parents.

The court shall determine custody in accordance with the best interests of the child. No preference may be given to either parent in the awarding of custody for the sole reason that the parent is the mother or the father of the child, nor because of the age or sex of the child.

452.377. 1984. A person entitled to the custody of a child shall not change the residence of the child to another state or remove the child from this state for a period of time exceeding ninety days except upon order of the court or with the written consent of the parties with custody or visitation rights.

ADOPTION

211.444. 1985. The juvenile court may, upon petition of the juvenile officer, or the court before which a petition for adoption has been filed, terminate the rights of a parent to a child if it finds that such termination is in the best interests of the child and the parent has consented in writing to the termination of his parental rights.

453.070. 1985. No decree for the adoption of a minor child under eighteen years of age shall be entered, until a full investigation has been made. A report of the findings of the investigation shall include the physical, mental, racial, and ethnic conditions and antecedents of the child and any other pertinent information relevant to whether the child is suitable for adoption by the petitioner and whether the petitioner is suitable as a parent for the child.

PARENTS AND JUVENILE COURT

211.447. 1985. Any information that could justify the filing of a petition to terminate parental rights may be referred to the juvenile officer by any person.

The juvenile court may terminate the rights of a parent to a child upon a petition filed by the juvenile officer, if it finds that the termination is in the best interests of the child and when it appears by clear, convincing evidence that one or more of the following grounds for termination exists:

1. The child has been abandoned.

2. The child has been adjudicated to have been abused or neglected.

3. The child has been under the jurisdiction of the juvenile court for a period of one year, and the court finds that the conditions which led to the assumption of jurisdiction still persist.

CHILD SUPPORT

452.340. 1986. Child support. Factors to be considered.

1. Father has primary responsibility for support of his child

2. Financial resources of child

3. Financial resources of custodial parent

4. Standard of living the child would have enjoyed had the marriage not been dissolved

5. Physical and emotional condition of the child and his educational needs

6. Financial resources and needs of the noncustodial parent

454.420. 1986. Any legal action necessary to establish or enforce support obligations owed to the state shall be brought by prosecuting attorneys, or other attorneys under cooperative agreement with the division of child support enforcement, upon being furnished notice by the division of such obligation.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

HANDOUT 3--WE CAN INFLUENCE OUR LEGISLATORS AND POLICY MAKERS

LOBBYING BY LETTER

Your Representative and Senator want to know your views, particularly on legislation that is coming up in Congress/Legislature. Every constituent letter is read and then assigned to a staff member for reply. The receipt of as few as ten letters/phone calls on a particular issue will often start an office investigating the topic in depth.

1. Address your letter properly (see next page).

2. Identify the bill, by number if you know it, in the following manner:

   To U.S. House: H.R. # ____ To State House: HB # __

   To U.S. Senate: S # ____ To State Senate: SB # __

3. Concentrate on your own delegates. They cast your vote.

4. Write your letter by hand or type it. A letter that is individually written is more likely to receive attention than a preprinted postcard or a duplicated letter.

5. Be certain that your name is legible and that you have included your address in the body of the letter. Envelopes are thrown away.

6. Identify your subject clearly, giving the name of the legislation you are writing about (and the bill number, if you know it).

7. Be brief, but be personal. Tell how the issue will affect you directly. (i.e., I'm an extension specialist who works directly with 100 families, and I fear that if H.B. 01 were passed, it would negatively affect working families for the following reasons. . . .) You are an expert on some issues; share your knowledge.

8. Ask your legislator to state his or her opinion on the issue for you.

9. Be sure to thank or say "well done" to your legislator if he or she has done something of which you approve. Congressional offices expect to receive letters that complain or ask support. They are often delighted by expressions of thanks.

10. Write the Governor or President promptly after the bill is passed by both houses if you want to influence the decision of whether or not to sign it into law.

LOBBYING BY TELEPHONE

Most legislators have offices in their home districts. Call them to find out the immediate status of a bill, as well as to convey your opinions.

1. Identify yourself by name, address and hometown.

2. Identify the bill by name and number.

3. State your position and how you want your legislator to vote; ask for his/her view on the bill.

4. If your legislator is not in the office, talk with the secretary or legislative aide: identify yourself by name, address and hometown; identify bill by name and number; and state how you would like your legislator to vote.

5. On occasion, follow up your phone call with a short note to the staff member you spoke with, emphasizing your original point and your appreciation of his/her attention to the issue.

LOBBYING BY PERSONAL VISIT

One of the most effective ways to lobby legislators is in face-to-face visits with them. Most legislators have offices within their districts and have regular office hours during which they are available to their constituents.

1. If you live in the district and are, or will soon be, a registered voter, begin by telling him/her that. If you have any family, social, business or political ties to your legislators, it may serve as identification when your point of view is considered.

2. Let your legislators know if you are working with others on the issue, if you are active in the community, or if you are representing members of your organization.

3. A short written statement of your position should be presented to your legislators to explain what the bill does and why they should support your viewpoint.

4. Be firm in discussing the issue with your legislators, but do not try to force them into changing their positions or committing themselves if they clearly do not want to do so.

5. It is usually best to visit your legislators in small groups--three people is optimum--and to keep your visits as brief as you can. Going alone may be unsatisfactory because legislators may try to out-talk you or you may reach an impasse too quickly. You should convey the impression that these three people are representatives of many more; if each of the three represents a different organization, their potential voting power will maximize your lobbying impact.

HOW TO ADDRESS YOUR ELECTED OFFICIALS IN WASHINGTON

President

The President
The White House
Washington, DC 20500
Dear Mr. President:

U.S. Senators

The Honorable (full name)
Senate Office Building
Washington, DC 20510
Dear Senator (last name):

Members of the U.S. Congress

The Honorable (full name)
House Office Building
Washington, DC 20515
Dear Representative (last name)

CONGRESSMEN IN YOUR STATE

Governor

The Honorable (full name)
Capitol Building
City, State ZIP code
Dear Governor (last name)

State Senator

The Honorable (full name)
Senate Post Office
City, State ZIP Code
Dear Senator (last name)

State Representative

The Honorable (full name)
House Post Office
City, State ZIP code
Dear Mr./Mrs./Ms. (last name)

THE LAW AND SOCIAL RESPONSIBILITY
IN ADVOCATING FOR FAMILIES

UNIT VI

ASSIGNMENT SHEET 1--EFFECTS OF SOCIAL SYSTEMS UPON FAMILIES

Directions:

1. Consider your own community and state agencies, institutions, etc., that serve as part of the "systems" affecting families.

2. Make a list of the effect each of these systems has on your family.

3. Share your lists with the class. Save a composite list so that you can add to it as you proceed through this unit.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

ASSIGNMENT SHEET 2--GETTING TO KNOW YOU

Directions:

1. It is important to know who makes the decisions in your community, state and nation. Determine how you can find out who are the elected and appointed officials in your community, in the state, and in the nation.

2. Prepare a list of your own elected and appointed officials--their names and offices held. Find out what their major responsibilities are.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1:

Answers will vary. Use as the basis for class discussion.

Assignment Sheet 2:

Answers will vary. Use as the basis for class discussion.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

JOB SHEET 1--THE HEALTH AND WELL-BEING OF OUR COMMUNITY

Directions:

1. Invite a panel of "experts" from health, welfare, and social services in your community to talk with you about your community's health and well-being.

2. Before the panel discussions, prepare questions for your guests to answer.

3. After your panel has spoken to the class, discuss whether you learned facts that surprised you. In what ways is the health and welfare of your community's families like or unlike the family statistics in the handout in Unit IV?

THE LAW AND SOCIAL RESPONSIBILITY
IN ADVOCATING FOR FAMILIES

UNIT VI

JOB SHEET 2--AN EDUCATIONAL INVESTMENT

Directions:

1. Separate into groups of about 5 people.

2. Given a five-minute time limit, each group will list all the reasons they can think of for considering education to be the best investment a community such as yours can make. See which group listed the most reasons.

3. Share the lists with the whole class to see how many different reasons were given.

4. Make posters with "Graffiti Thoughts" on them. Get permission to place them in your classroom, school hallways, etc.

   Graffiti Thoughts about education might be:

   "Education is more than just going to school."

   "Education leads to making personal decisions about life."

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

JOB SHEET 3--WHAT CAN ONE GROUP OF STUDENTS DO?

In an article published in Educational Leadership in 1979, Urie Bronfenbrenner discusses some of the problems that parents face when trying to raise children while their main responsibilities lie in jobs outside the home. He proposes a "Curriculum for Caring" to help more people become involved in raising children and to make people understand that "the circumstances under which families live is an important influence on how adequate they are."

The following paragraphs are from Dr. Bronfenbrenner's article:

> The main problem in our society is that people are expected to raise children in their spare time. Work comes first. It never dawns on most employers that they have an obligation to make it easier for employees to spend time with their kids. In some other societies--Sweden, for example--they are beginning to take a different stand. There they are saying that the welfare of children is equally important.
>
> We are the last remaining modern society that does not have a national program of child care available to children of parents who are working.
>
> Schools could make a tremendous contribution if they had a 'curriculum for caring.' A regular part of the curriculum beginning in the early elementary grades should be learning about caring by actually giving care under adult supervision. .... Children should go out of the school to serve the old and lonely, and older kids should care for younger ones. They should get to know them, play with them on the playground, and walk them home from school. If they did that, they would meet their parents, see the kinds of places that people live.
>
> . . . Obviously teachers could not be the supervisors; they are already overloaded. Schools would have to reach into the community for other people to be supervisors--people with experience in caring. The result would be that many more adults would become involved with the lives of children.

Directions:

1. Read the excerpts from an article by Urie Bronfenbrenner.

2. As a class, talk about what a "Curriculum for Caring" might be for your class in your school. Give this serious and sincere consideration. What parts of such a curriculum might you actually initiate? How? What would you expect to see as a result of your curriculum? Why?

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

JOB SHEET 4--WE ARE THE WORLD

Directions:

1. Discuss the role played by some of America's top musical entertainers when the drought and famine of the mid-1980's caused such devastation for families in Africa. Find news releases or articles written at that time about the efforts of those such as Quincy Jones and Michael Jackson, who wrote the song, We Are the World, and the others who participated in that showing of such tremendous social responsibility.

2. Discuss the efforts of English rock star Bob Geldof in his leadership to bring assistance to the starving children and families of Ethiopia.

3. Illustrate the feelings expressed and felt as you think about the hunger of the "other children." You might do this with a collage, painting, drawing, poem, your own music, a dance, etc. Share your feelings in some way with your classmates.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI

JOB SHEET 5--ADVOCACY BEGINS WITH YOU, NOW

Directions:

1. Brainstorm about those issues or concerns of families in your community which you have learned about during this unit.

2. Select a concern in which you have particular interest. Share this with others in your class.

3. In groups or with a partner who shares the same concern, draft a letter to an official representative requesting his/her support for laws or legislation that could alleviate that condition for families.

4. If you have access to community or state action that has been proposed to meet the needs of families, address those proposed considerations.

5. Share Handout 3 with your parents. Ask them to write to their elected officials and representatives in support of action that will benefit all families.

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

UNIT VI TEST

Part I--Matching: Match the term with the definition.

	DEFINITIONS		TERMS
____ 1.	Children who let themselves into the house after school in their parents' absence	a.	Rights
		b.	Candidate
____ 2.	Time off from work for new fathers	c.	Flexible work hours
____ 3.	Policy makers	d.	Paternity leave
____ 4.	Supporting policies that affect parents and children	e.	Latch-key
		f.	Legislators
____ 5.	Inability to read and write	g.	Child support
____ 6.	Legally required to support their minor children	h.	Advocacy
____ 7.	Payment ordered by the court	i.	Illiterate
____ 8.	Guaranteed factors ensuring a safe, caring, emotional, and physical environment in which children and adults can thrive	j.	Parents
____ 9.	Someone "running" for office		
____10.	Means for enabling parents to be with their children when necessary		

Part II--Fill in the blank: Complete the statements by filling in the blanks.

11. The _____ _____ adopted the Declaration of the Rights of the Child in 1959.

12. _____ is a country which has a national policy on sick leave and a system of paid paternity leave.

13. The _____, which determines the work that parents can get and how much they can earn, is basic to the

larger social system and may affect family more powerfully than any other institution.

14. Society has an impact on children and families and a couples' _____ experiences.

Part III--True/False: Write "T" before the statement that is true and "F" before the statement that is false.

15. ___ In Missouri, it is illegal for children under four years of age to stand up while riding in a motor vehicle.

16. ___ In Missouri, spanking your own child is illegal.

17. ___ Being an advocate for children is a responsibility shared only by parents.

Part IV--Short Answer: Write brief responses to these statements.

18. State five reforms that could ease the stresses of the working parents in the United States.

1)

2)

3)

4)

5)

19. Bob and Donna have joint physical custody of their daughter Lisa. What does this mean?

THE LAW AND SOCIAL RESPONSIBILITY IN ADVOCATING FOR FAMILIES

ANSWERS TO UNIT VI TEST

Part I:

	1-e	2-d	3-f	4-h
	5-i	6-j	7-g	8-a
	9-b	10-c		

Part II:

11. United Nations
12. Sweden
13. economy
14. parenting

Part III: 15-T 16-F 17-F

Part IV:

18. Answers should come from the Information Sheet, Section IV. Any five of the following in any order are acceptable.

    1) Sick leaves that provide time to care for ill members of household
    2) Leaves for new parents
    3) Bringing children to work on occasion
    4) On-site day care at the workplace
    5) Flexible work hours so that both male and female parents can be with children when they are most needed
    6) Increasing the number of part-time jobs and upgrading their status so that parents who want to can give more of their time and energy to parenting without sacrificing their opportunities for good jobs and advancement
    7) A shorter workday in order to spread the existing jobs to employ more people
    8) Quality child care for all children of all ages

19. Under joint physical custody, both parents have a significant period of time during which the child resides with them or is under their care and supervision.